DOCUMENT RESUME

ED 311 943 JC 890 424

AUTHOR	Raines, Max R.; And Others.
TITLE	Thinking Together about the New Century in Michigan Higher Education. Project 90: A Priority Assessment from Professors of Higher Education within the Education Administration Department of the College of Education, Michigan State University, 1987-1989.
INSTITUTION	Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE	Jun 89
NOTE	157p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Deans; *Administrator Attitudes; College Presidents; Community Colleges; *Educational Needs; *Educational Objectives; Higher Education; Legislators; Needs Assessment; State Departments of Education; State Surveys; State Universities; *Statewide Planning
IDENTIFIERS	*Michigan

ABSTRACT

Purpose of Michigan State University's Project 90 Priority Assessment was to extract, synthesize, and delineate a series of potential initiatives for public higher education in Michigan that reflect the key proposals of recent state and national studies. The study sought to compare the priorities of state legislators and officials with those of presidents, chief academic officers, and board chairs of Michigan community colleges and universities. In addition, the study sought to determine the major reasons for the selection of the top priorities and anticipated problems associated with them. Several groups were asked to assign priority to 21 initiatives, including 87 presidents, academic officers, and board chairs from community colleges; 43 members of those groups from universities; 100 members of the State House of Representatives; 48 members of the State Senate; and 11 staff members from the Department of Public Instruction. Study findings, based on responses from 55% of the community college group, 58% of the university group, 18% of the legislators, and 100% of the state officials, included the following: (1) for most of the groups, the highest priority was assigned to financial stability, followed by college preparation, job training, general education, faculty excellence, and undergraduate education; (2) the lowest priority was assigned to affirmative action, collaborative planning, statewide networking, and student life; and (3) community college and State Department of Education respondents assigned financial stability the "highest" priority, while university respondents assigned this item "very high" priority and legislators assigned it "low" priority. The survey instrument is included. (AYC)

ED311943

PROJECT 90

Thinking Together
about
the
NEW CENTURY
in
Michigan
Higher Education

91 92 93 94 95 96 97 98 99 2000

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. R. RAINES
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A

Priority Assessment

from

Professors of Higher Education

within the

Education Administration Department

of the

College of Education, Michigan State University

1987 ~ 1989

JC 890 424

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

THINKING TOGETHER ABOUT THE NEW CENTURY IN MICHIGAN HIGHER EDUCATION

Material Prepared By:

Max R. Raines, Project Director and
Professor of Higher Education

Marvin E. Grandstaff, Co-Director and
Professor of Higher Education

Louis F. Hekhuis, Administrative Coordinator
and Professor of Higher Education

Department of Educational Administration, College and

University Administration Unit, College of Education

Michigan State University
1989

PREFACE

The initial idea for our Project 90 Priority Assessment was stimulated by the Governor's Commission Report (Robinson, 1984), the rejoinder from the Senate Select Committee Report (Sederburg, 1986), and the plethora of national reports on higher education in the 1980s. The context for our priority assessment was further enriched by the study of Dr. Gerald Faverman (1975), which, in addition to providing a thoughtful analysis of the history of public policy in Michigan higher education from 1958 to 1970, included two volumes of transcribed interviews with 26 officials of a "decision elite" (his term) who shaped public policy during that period. The Faverman interviews provided important insights into the prevailing values and beliefs among prominent Michigan officials of that period (governors, legislators, university and college presidents, industrialists, union officials, and so on).

In an analysis of those interviews, we identified a core of nine predominant educational values. For example, we found such higher education values as institutional autonomy, college accessibility, program comprehensiveness, and equal opportunity, and there was little evidence of any significant conflict in values between government and higher education officials in the interviews, even though many of the decision elite had participated in the heated discussion of the Constitutional Convention of 1963. Now, 15 years after the Faverman interviews, the interpretations of the meaning and implications of some of those values are showing signs of erosion to the extent that some values themselves may be at risk. It is apparent that basic assumptions about adequate sources and amounts of funding for the financing of higher education (for example) have been altered by the 1981 recession and the accompanying Executive Orders of that period designed to cope with a new set of economic, political, social, and educational "realities."

Historically, there has been a long-standing and dynamic tension between a constitutionally mandated autonomy for public higher education in Michigan and a need for an acceptable level of state coordination to achieve essential operational efficiencies and economies. This informal "check and balance process" has served the pattern for managing of a "nonsystem" of higher education for a century and a half, with occasional testing of autonomy issues in the courts

(Barclay, 1988). The fallout from the 1981 recession has exacerbated that dynamic tension to the breaking point. Severe stringencies in government spending, rising expectations for higher education as both individuals and corporations seek to maintain competitive positions in the marketplace, and critical needs in all public sectors for tax dollars are among the tension-building factors. The essential trust for maintaining the "nonsystem" may be lower than it has been in many years. With continued erosion in basic trust, the statesmanship required to preserve the Michigan "nonsystem" could place it in jeopardy.

On the optimistic side, we are heartened by general agreement among our participating government and higher education respondents regarding several critical priorities for higher education. Among the upper third of the shared priorities, we find common agreement on the importance of Financial Stability, Undergraduate Instruction, and Faculty Excellence. Any major differences here are likely to be found in assumptions about the nature and extent of the resources required to implement these initiatives. We see the Project 90 Priority Assessment as a first step toward identifying and, it is hoped, reaffirming the areas of shared commitments. Confirmation of shared values, beliefs, and goals enables negotiating parties to return to a unifying base of agreement.

The differences in views of what constitutes effective strategies for attaining those purposes often arise from differences in assumptions. Such assumptions operate at a lower level of awareness, but nonetheless shape our positions on strategic issues. For example, in a climate of limited trust and confidence, assumptions might lead higher education leaders to conclude that any statewide planning effort is likely to lead to an abridgment of institutional autonomy, whereas such rejection of statewide planning might lead government officials to assume that higher education officials are insufficiently concerned with using cooperative methods of sharing costly resources. If these were actual assumptions, both groups would have a natural tendency to gather "evidence" to support their positions.

Such conflicts do not come into play strongly during periods of "plenty." But as scarce resources become a serious fact of life, they create divisive "realities." In fact, to label these positions as "assumptions" is to risk the ire of more vociferous proponents. It is important to emphasize that we are not addressing either the validity or the usefulness of these illustrative assumptions but simply using them to remind us all how assumptive "forms" of thinking can lead to a serious erosion of good will when formed in the absence of trust. Public policies in higher education, at their best, represent a blend of practical solutions with lofty ideals supported not only by cultural values but also by the everyday "realities" as perceived by citizens, lawmakers, and higher education leaders. To identify potential underlying assumptions is not to question commitment to particular beliefs, values, or goals to which they are related, but rather to recognize that assumptions are merely best estimates of how to operationalize those values and beliefs within a given context of time, place, resources, and shared experience.

In structuring this study, we assumed that clarifying the shared priorities of key subgroups in government and higher education would be beneficial. By using state and national reports as a basis for identifying critical initiatives (action-oriented goals), we were able to create a priority-assessment instrument. Through a card-sort process, our respondents assigned ratings of importance to each initiative, described on each card. We were then able to compare priority levels among the various groups.

To give perspective to the potential meaning of the various ratings of initiatives provided by our various subgroups, we examine the results through various "lenses" as follows:

1. Rank-order comparisons of priorities among four major groups of respondents.

2. Thematic comparison of group ratings according to five clusters: Opportunity, Quality, Financing, Preparatory, and Planning and Development.

3. Correlations of levels of agreement on higher education initiatives among nine subgroups in our study.

4. Comparisons of emphasis on mission-related commitments and strategic commitments for implementing the missions.

5. Highlights of written rationales among respondents for their top choices, as well as anticipated constraints in implementing those top choices.

Readers may find it helpful to review the definitions of the 21 initiatives on which this study is based. For quick access we have placed the definitions and the cross-tabulations of subgroup responses at the very end of this report, in Appendix C. Each initiative retains its item number throughout the study for quick reference to the Appendix.

We hope that the Priority Assessment of Project 90 will encourage dialogues at a statesman level, where the needs of all transcend parochial interests. The very act of prioritizing a list of possible higher education initiatives for Michigan invites participants to expand their thinking beyond the walls of personal and professional identities. Clarification of priorities is simply a first (and perhaps the easiest) step toward thinking together about the new century in Michigan higher education. Even as we express that mission statement, we are reminded that the Collaborative Planning initiative ranked near the bottom of the 21 priorities. That finding has caused us to alter our assumption that "planning together" is a desired initiative. Consequently, we sense that "thinking together" about the new century in Michigan higher education is a more realistic approach. Perhaps an even more suitable term can be found to capture the vision of a voluntary, continuing, and thoughtful dialogue between and among key leaders of government and higher education. It is hoped that, in a statesmanlike environment away from the press of immediate concerns and briefed by well-conceived background data, the potential for such an on-going dialogue will be viewed more optimistically. We feel that our data support the need and perhaps a potential success for such a continuing dialogue.

As Professors of Higher Education, members of the Project 90 staff seek not to become preservers of the past, protagonists of the present, or forecasters of the future. Instead, we see our role as generating useful data and thought-provoking analyses that will, in turn, stimulate significant and continuing dialogues among those who develop, influence, and implement higher education policies. If Michigan's long-standing pride in its unique nonsystem of higher education is to survive in a period of inevitable transformation, we will need to remind ourselves frequently that reconsidering some of the assumptive forms of our beliefs and values is not necessarily letting go of "truth," although it may seem that way momentarily.

ACKNOWLEDGMENTS

Dr. Marylee Davis, Executive Assistant to President John DiBiaggio and Executive Secretary to the Board of Trustees, is responsible for igniting the energy for our Project 90 Priority Assessment. During a period of recessionary pessimism that had swept through our department, Marylee came forth with a spontaneous "pep talk" that became the impetus for this study. Both her experience in working with the legislators and her selfless dedication to a wide variety of service projects gave her words of encouragement particular meaning as she set forth her vision of what our College and University Administration Unit might contribute to higher education in Michigan. We "heard" her message! In the process of responding to it, we realized that she had moved well beyond the role of adjunct professor to become our "inspirational leader."

The support of Michigan State University President John DiBiaggio opened many doors to involvement of state leaders in our Distinguished Review Panel. In addition, his letter of endorsement to administrators and board chairs of Michigan colleges and universities enabled us to obtain a most gratifying response among key administrators.

Early in the project, Dr. Richard Cole, then Chief of Staff for Governor Blanchard and now Associate Professor in the College of Communication Arts at Michigan State University, helped us remove much of the "educationese" from various items in the assessment instrument. Rick also provided early encouragement and keen insights for the task that lay ahead of us.

Dr. Marvin Peterson, Director of the Center for the Study of Higher Education at the University of Michigan, not only served as a Distinguished Review Panelist but also provided many helpful suggestions during the development of the priority assessment items. He was responsible for our inclusion of the Educational Outcomes initiative, which, as our results suggest, may be receiving less emphasis in Michigan than in some other states.

Several "alumni" of the "fiscal analyst college" in the legislature have been most helpful in our study. Dr. David Murphy, now Assistant Provost for Research at Central Michigan University, met with us several times, providing background information that was most useful as we were structuring our study and

examining the results. Dr. Fred Whims, who also served as a fiscal analyst for the legislature and later for Governor Milliken, provided many insights into thinking of the executive branch during the mid-1970s. Fred also participated in our field-testing interviews.

Dr. Gerald Faverman, legislative fiscal analyst from 1968 through 1971 and now Founder and Chairman of the Board of Public Sectors, Inc., is a third member of the fiscal analyst group who made significant contributions to our study. As a member of the Distinguished Review Panel, he sparked many exchanges among panelists that kept the dialogue lively and often provocative. His mid-1970s dissertation at Michigan State University and, more particularly, his transcribed interviews with key leaders in the state during the 1960s provided many historical insights about the culture of Michigan's "nonsystem" of higher education. It is with much pride that this writer can claim to have been a doctoral advisor for Drs. Murphy, Whims, and Faverman during their studies at Michigan State. The major advisory skill with such talent is to learn to "get out of their way."

Dr. Ronald Root, who leads the postsecondary unit of the State Department of Education (and also a former fiscal analyst in the legislature), volunteered at a critical time in the study to have members of his unit complete the Project 90 Priority Assessment. His assistance enabled us to include the judgments of a group of state officials who prepare briefing materials for the Community College Board of the State Board of Education.

In addition, the "dean of fiscal analysts," Bob Endriss (of the Department of Management and Budget), along with Gary Sullenger of Mott Community College, participated with Drs. Faverman, Murphy, Root, and Whims in our "reunion" for the College Fiscal Agents last July. That particular discussion focused on the Financial Stability initiative, which is the top priority of Michigan higher education. We gained much valuable understanding from their stimulating discussion (see the Project 90 Executive News Summary, Vol. 1, No. 2).

Dr. Glenn Stevens, Executive Director of the President's Council of State Colleges and Universities, helped us think through some of the intricacies of gaining legislative involvement. He also reviewed some of our written materials before their release. Tom Bernthal, Executive Director of the Michigan Community College Association, and his assistant, Shirley Stock, were helpful in arranging for our presentation at a dinner meeting of the Community College Association.

Dr. John Jamrich, former President of Northern Michigan University, who is known as one of the principal architects of the highly successful John Dale Russell Study (1958), lent his experience to the design of our study and also served as a participant in field testing the card-sort process.

As we turn to the contributions of our Michigan State University colleagues, we think immediately of Dr. Fred Ignatovich, who agreed to serve as our research design consultant. It was Fred who suggested the "forced rating" format for the card-sort process. He also entered and verified all of our data into his computer, suggested statistical treatments, and absorbed the costs of "mainframe processing" through his research budget. It is obvious that without his support this project never would have materialized.

A major contribution was made by three of our graduate students, whose volunteer assistance became a critical resource throughout the development, field testing, and distribution of our assessment instrument. Sally Morgan (along with Dr. Louis Hekhuis of our staff) spent long hours aligning our initiatives with the various state and national studies. This verification process followed the review of our initial assessment instrument by the Distinguished Panel. Elizabeth Thompson and Steve Thomas along with Sally literally kept the study moving forward with their energy, dedication, and suggestions for expediting the process. They also challenged us mightily when they believed we were moving in nonproductive directions. On many occasions their logic prevailed, improving the quality of the study, just as their enthusiasm revitalized us throughout the survey process.

Our Administrative Coordinator, Louis Hekhuis, became the "Rock of Gibraltar" for this project. His work with our volunteer graduate students maximized their fine contributions. Without his persistence we would not have been able to incorporate the rankings of presidents of Michigan independent colleges and universities in our survey. His continuing contributions and dedication to our effort were a constant source of reassurance, keeping this writer from "tossing in the towel" more frequently than even he knows.

Our unit secretary, Becky Hulbert, got the study off to a wonderful start with her "Yes, I can" attitude, good judgment, remarkable skills, and humane approach. She worked under incredible pressure and made it look easy. We were stunned but ultimately not surprised when she moved on to a saner and higher-paying position outside the university.

We also gained a real appreciation for the work of her successor, Darleen Hartig, who demonstrated considerable skill and patience in translating our obscure handwriting and sometimes nonsensical phrases into plausible and readable copies. Her patience in incorporating repeated revisions into the word processor was remarkable. In that process, her thinking became remarkably attuned to what we were intending to express.

Dr. Philip Cusick, during his tenure as Department Chair, gave us considerable support despite his occasional misgivings about the ultimate contributions of our project. Phil somehow met our continuing need for small amounts of financial assistance, despite great stringencies within the departmental budget.

Dr. Robert Church, who succeeded Dr. Cusick as our department chair, provided many useful ideas that ultimately strengthened the report. His personal interest was a real morale booster at just the right time. His planned financial assistance in "publishing" the report disappeared with another unanticipated cut of $31,000 in the departmental budget this spring. We are grateful for his leadership and encouragement, and we are particularly sorry to lose him as we search for our fifth department chair of this decade.

Dr. Eldon Nonnamaker served as our project editor, and we are grateful for his consummate respect for the English language, as well as his helpful suggestions in preparing our manuscript.

A long-time friend and colleague, Dr. Louis Stamatakos, provided much encouragement just when it was most sorely needed. Dr. Kenneth Neff took on the demanding task of categorizing the written rationales provided by our respondents for each of their top three priorities. His categorizations made the final task of preparing a synthesis of the rationales for the top seven choices a much easier task. Also, his computer expertise helped us recover data from the data processor that sometimes became "mysteriously" inaccessible.

Dr. Marvin Grandstaff served as Co-Director of the Project. He suggested the idea of using a card-sort instrument in place of the usual questionnaire. His long-term interest in the Michigan legislature and in the evolution of Michigan higher education provided an invaluable referent source for all of us. In his writing on the "Collegiate Ideal" in Part IV of this report, he finds that ideal to be "alive and well" within the hearts of our participants. We were gratified that he could capture so well the essence of the collegiate ideal, along with a sense of its deep tradition within our consciousness. After reading his observations, many readers are likely to find themselves nostalgically longing for a "return to the academy."

So that people concerned with the development of higher education in Michigan may not be "put back" by a technical report such as this, we invited Dr. William Donohue of the Communication Arts Faculty to prepare a synopsis of our findings. Bill demonstrated an unusual capacity for expressing ideas in highly readable form in his recent report for the State Transportation Department. He was willing to lend his considerable talent to this endeavor without assurance of any material reward for his efforts. Such contributions have been a major strength of this study.

One of the prime contributions to this study was made by Susan Cooley. Her skills as a copy editor, her mastery of the word processor, and her high standards of professionalism literally transformed our manuscript. She has truly lived up to her reputation as a veteran copy editor for the Michigan State University community.

In conclusion, it should be acknowledged that, unless otherwise indicated, the written material in this report was prepared by the Director of Project 90. It is hoped that the content reflects the insights and observations of the many colleagues and students who worked so long and hard to make this report a worthy reality. It was a rare experience to work with a group of people determined to demonstrate that significant work could be accomplished with meager resources, even if it required "twice the time" for completion.

Max Raines
Professor of Higher Education
and Project 90 Director

TABLE OF CONTENTS

PREFACE ii

ACKNOWLEDGMENTS vi

LIST OF ILLUSTRATIONS xiii

Part

I. EVOLUTION AND CONTEXT 1

- An Exploratory Study is Proposed 2
- Reviewing the Faverman Interviews . . . 3
- Core Values in the Faverman Interviews . 4
- Critiquing the First Assessment Instrument 5
- Shifting From "Challenges" to Initiatives 6

II. DESIGN 9

- Purposes 9
- The Card-Sort Process 9
- The Scoring System 10
- Debriefing Questions 10
- Participation Cards 11
- Field Testing the Instrument 11
- Shift to a Mailed Survey 11
- Conceptualizing the Populations and Subgroups 12
- Surveying the Independent Presidents . . 14
- Appraising the Adequacy of Returns . . . 14
- Limitations of the Project 90 Assessment 17
- Response Patterns 18
- "Thought Leader" Nominations 19
- Processing the Written Responses 19
- The Research Questions 20

III. THE FINDINGS AND DISCUSSION 21

- The Comparative Rankings Perspective . . 21
- The Thematic-Comparison Analysis 34
- The Intergroup Consensus Levels 42
- The Higher Education Commitments Perspective 49

IV. IDEALS AND PRIORITIES: SOME REFLECTIONS ON THE PROJECT 90 DATA 55

  Ideals of Higher Education 55
  The Foundations of the Autonomy Value . 60

V. THE WRITTEN RESPONSES 62

  Financial Stability 62
  Undergraduate Instruction 66
  Faculty Excellence 69
  General Education 74
  Job Training 78
  Role/Mission Clarification 79

VI. CONCLUSIONS AND RECOMMENDATIONS 82

  Conclusions 82
  Recommendations 85
  Suggested Guidelines for Implementation 87

REFERENCES 91

APPENDICES

LIST OF ILLUSTRATIONS

Table

I. Tracing of the Project 90 Initiatives to Their Primary and Secondary Sources 8

II. A Summary of the Respondents Within Each Population, Cluster and Subgrouping in the Project 90 Sample . . . 15

III. Rank Order of Initiatives According to Group Means for Each of Four Major Groups and for the Combined Groups . . 24

IV. A Comparison of the Ranking of Initiatives Appearing in the Upper Third of the Priorities Among Presidents of Independent and Public Higher Education 28

V. A Comparison of Six Thematic Clusters of Initiatives Among the Four Major Groups 36

VI. A Comparison of Levels of Agreement on Priorities Among Respondents From Nine Subgroups 43

VII. A Comparison of Cumulative Percentages of High (or Above) Rankings for University Presidents Versus House Member Respondents 48

VIII. Classification of Mission-Based Initiatives and Strategies Within the Context of Three Interrelated Commitments of Higher Education 52

Figure

1. The Populations and Project Participants 13

2. Distribution of the Priorities Among the Four Major Groups in the Study . . 23

3. A Diagrammatic Representation of the Levels of Agreement for Priorities Among Respondents From Nine Subgroups 44

4. A Proposed Institute for Public Policy Analysis & Dialogue in Michigan Higher Education 86

Graph

I. A Comparison of the Highest and Very High Ratings Among the Nine Subgroups 31

II. Profiles of Nine Subgroups According to Those Initiatives Receiving at Least One-Third of the Very Low and the Lowest Priority Ratings 32

THE PROJECT 90 PRIORITY ASSESSMENT REPORT

PART I

EVOLUTION AND CONTEXT

In the aftermath of the 1981-82 recession, Governor James Blanchard established a Commission on Higher Education to appraise the needs and potential contributions of Michigan's public colleges and universities (Robinson, 1989). The report contained the views of prominent citizens, professionals, executives, and educators and was focused on four major challenges delineated by Governor Blanchard:

1. Making higher education more affordable and accessible.

2. Maintaining the system's diversity while reducing duplication of programs.

3. Increasing the contribution of Michigan's higher education system to the state's economic revival.

4. Improving the quality of the higher education experience.

These four areas of focus were expanded by the Commission into 26 areas of study and resulted in 78 recommendations for meeting the needs of students and strengthening the contributions of Michigan's public colleges and universities to the state's social, economic, and technological development.

Initial response of the higher education community to the report was guarded, at best. Bruised by the executive orders of the recessionary period, which had cut higher education allocations by 20%, and uneasy about Commission recommendations, which advocated increased statewide regulation of public higher education, college and university officials were somewhat reluctant to endorse even the "more favorable" recommendations of the Report.

State Senator William Sederburg, who has made the higher education community one of his primary constituencies, subsequently introduced a proposal to the Michigan Senate to establish a Select Committee on Higher Education to "review, digest and comment" on the Commission Report. The Senate supported

Sederburg's proposal. Fourteen months after release of the Commission report, the findings of the Select Committee were released to the legislature and the public (Sederburg, 1986).

Citing Michigan's traditional commitment to institutional autonomy, Sederburg challenged the implicit assumption of the Commission Report, which advocated increased state regulation of public higher education as the pathway to state and higher education development. He was particularly dismayed with the recommendation that higher education be "downsized" at such a critical time in Michigan's history. In contrast, he pointed out that the Select Committee envisioned "a state future more and more dependent on a vital, healthy, higher education system" (Sederburg, 1986).

In spite of differences, Sederburg acknowledged many areas of agreement regarding "the increased role of the institutions in economic development, support for more student financial aid, improved instructional quality, the need for research equipment, and funding for building maintenance as examples of areas of agreement" (Sederburg, 1986).

An Exploratory Study Is Proposed

It was in the midst of the controversy that the College and University Administration faculty (regular and adjunct) of Michigan State University's Department of Educational Administration met in the fall of 1985 to explore the feasibility of an assessment of responses to the various recommendations contained in the state reports on higher education in Michigan. The consensus of the group suggested that it was too early to obtain any meaningful perspective since the Sederburg Study was still in progress. They thought an assessment should occur after both reports had been digested by the higher education community and the state government.

While waiting for the release of the Select Committee report, Marvin Grandstaff, who was to become Co-Director of Project 90, and this writer decided to review earlier studies of Michigan higher education. That review encompassed the John Dale Russell (1958) Study of Michigan Higher Education conducted in the late 1950s, the deliberations of the Higher Education Committee of the 1963 Constitutional Convention, and Governor Milliken's Commission on Higher Education. Also reviewed were a series of national reports that were emerging in the mid-1980s.

This writer gave particular attention to a series of transcribed interviews conducted by Gerald Faverman (1975) as part of his doctoral dissertation at Michigan State University.

Reviewing the Faverman Interviews

Faverman had identified 26 state leaders in government, higher education, industry, labor, and educational associations, whom he designated the "decision elite" responsible for shaping higher education policies from 1958 to 1970. Having served as the Senate fiscal analyst for higher education from 1968 to 1972, Faverman was in a strategic position not only to identify the key policy makers and "shapers" but also to gain their willingness to serve as participants in his proposed interviews. When one examines the range of leaders (encompassing four governors, six legislative leaders, nine university presidents, one community college president, the ranking labor leader in the state, several prominent citizens, and three key state executives during the 1960s), all of whom were involved in higher education policy development from 1958 to 1970, it is not difficult to accept his term "decision elite."

The taped discussions, ranging from an hour to two hours in length, focused on more than 20 major policies and issues of the 1960s. Among the issues included were such things as the controversial role of the State Board of Education in coordinating higher education (established by the Constitutional Convention in 1963), the importance of access to college as a vehicle for upward mobility, the effect of partisan politics on higher education policy development, competition among the state's top universities and the effect on state policy, and the institutional drive for comprehensive programming versus state concerns about costly duplication of programs.

The focus of our attention in the review of Faverman's interviews was on the underlying values, beliefs, and assumptions manifested during the transcribed discussions. The values and beliefs of Faverman's "decision elite" were widely shared, and many have persisted over time. Faverman's style of interviewing was engaging, occasionally provocative, and not unlike those conducted in television documentaries. While he shaped the general direction of the interview, the respondents seemed not in the least reluctant to reject any "erroneous" interpretations of their positions. His style of interviewing tended to produce content rich in metaphors and personal observations from the interviewer as well as the officials being interviewed.

Core Values in the Faverman Interviews

An informal analysis by this writer identified the following core values as being widely shared within the "decision elite" group:

1. **Institutional autonomy in program and policy development.** (The prime value of higher education officials with support from state officials.)
2. **Institutional accessibility to minority groups.** (Equally important to state and higher education officials.)
3. **Program comprehensiveness to meet diverse needs.** (Strongly valued by higher education officials with support from state officials tempered by cost-effectiveness values.)
4. **Funding equity from the legislature.** (Strongly valued by higher education officials with support from state officials.)
5. **Differentiation of institutional roles to provide a more rational base for resource allocations.** (Predominant value of state officials with support from higher education officials.)
6. **Cost effectiveness of programs.** (Predominant value of state officials with some support of higher education officials.)
7. **Contributions of higher education to economic development of the state.** (A predominant value of state officials with support from higher education officials.)
8. **Programs of high quality.** (An equally shared value by both groups with variations in the support for the indicators selected.)
9. **Statewide coordination to maximize higher education contributions to the state and to achieve maximum economy of operation.** (Predominantly valued by state officials and resisted by higher education officials.)

As we shall see in this study, these values and beliefs interact with the shared experiences of higher education officials versus government officials to create less conscious but quite pervasive "rules of thumb" about what will work or not work, what will strengthen higher education or weaken it, and so on. Such embedded assumptions shape public policies and interpretations of policies. It is "our assumption" that the identification and examination of assumptions can enhance openness to alternative ways of thinking about our future in higher education. Some of the assumptions that surfaced in the Faverman interviews were as follows:

1. **Any move toward a policy of statewide planning of higher education will eventually result in an abridgment of institutional autonomy.** (Widely shared among higher education officials but less so among government officials.)

2. **At the institutional level, control of program development (including selection and implementation) is a natural expression of institutional autonomy as well as an essential commitment of each state-supported college and university to be truly accessible to its various constituencies,** (A predominant assumption among higher education officials.)

3. **The cost of program duplication among Michigan colleges and universities will continue to be acceptable if each program is justified through evidence of adequate program enrollments and quality.** (A predominant assumption among higher education officials.)

4. **College and university education and its varied programs must be readily accessible economically, geographically, and socially to all state residents who can benefit from higher education (and its various programs) if equal opportunity is to be realized.**

Critiquing the First Assessment Instrument

Following the review study of the Faverman interviews, the two state reports, and the concurrent national reports, the director of Project 90 drafted a list of "challenges" for the 1990s. Such a list was prepared by this writer, with many suggestions from colleagues at Michigan State University. While the state and national reports were used as a base for the preparation of the challenge, the 21 challenges represented this writer's "interpretations" of the implications of the more specific initiatives in those reports. These 21 challenges were then incorporated into a preliminary instrument similar to the one that eventually would be used to sample opinions of state and higher education leaders.

In April 1987, the tentative instrument containing the 21 challenges was submitted to a Distinguished Review Panel (see Appendix A for names and positions) comprising noted leaders in Michigan's state government, colleges and universities, and educational associations. The panelists were provided a preliminary opportunity to review the proposed challenges before the April 4 meeting at Michigan State University.

The discussion at the April meeting was tape-recorded and produced many helpful suggestions for revisions and for alternative challenges. Although there was more agreement than disagreement on significant challenges, it was not surprising that the group reflected many different perspectives as to which challenges were of particular significance. These differences gave rise to stimulating and spirited exchanges. It was soon apparent that gaining reasonable consensus about which initiatives should be included in the final instrument would be of sufficient "challenge" without seeking further consensus on the probable constraints associated with each initiative. (It should be noted that the Project Team had made it clear before the meeting that panel suggestions would be seriously examined but that final responsibility for the instrument would rest with the Project Team.) The meeting with the panel had three major outcomes. It served as a reality check on our assumptions about the relative importance and the clarity of our definitions of the initiatives, it caused us to retrace all selections of initiatives to the previous studies, and it underscored the need to field test our instrument.

Shifting From "Challenges" to Initiatives

While challenges were initially identified by sifting through recommendations of state and national reports, the rigor of the selection process was intensified considerably following the meeting with the Distinguished Review Panel. It was apparent from our review of the audio-tape that the challenges needed to be reconceptualized and stated with greater directness and simplicity in the form of initiatives.

The inclusion of potential constraints was eliminated because they tended to introduce excessive variables into the items. The need for more intensive and explicit tracing of initiatives to their various sources was seen as an important endeavor.

Louis Hekhuis, Administrative Coordinator, and Sally Morgan, Higher Education Analyst for Project 90, accepted the assignment of linking initiatives to the various studies and also preparing short rationales for each initiative that would capture the essence of the various justifications provided by the "parent" reports. The recasting of initiatives and the table delineating the sources from which they were obtained are reported in Table I. Their proposed changes produced several weeks of high-spirited (and sometimes "table-pounding") discussion of the entire project. The result was a greatly enhanced instrument, which was deemed ready for field testing.

Table I. Tracing of the Project 90 Initiatives to Their Primary and Secondary Sources.

INITIATIVES

P Primary Source
S Secondary Source

INITIATIVES	Michigan Higher Education: Meeting the Challenge of the Future. Commission Report, 1984. 1	Putting Our Minds Together: New Directions for Michigan Higher Education. Senate Comm., 1984 2	Sustaining the Vision. Carnegie Foundation, 1985 3	College: The Undergraduate Experience in America. Carnegie Foundation, 1986. 4	Integrity in the College Curriculum AAC Report, 1985. 5	Higher Education and the American Resurgence. Newman Report, 1985. 6	Involvement in Learning: Realizing the Potential of American Higher Education, 1984. 7	To Reclaim a Legacy. Bennett Report, 1984. 8	To Secure the Blessings of Liberty. Bell Report, 1986. 9	Tomorrow's Teachers. Holmes Report, 1986. 10	State Reports S	National Reports N
1. College Preparation	P			P			P		P	S	1	4
2. General Education	P			P	P		P	P	P	P	1	6
3. Educational Outcomes				P			P	P		S	0	4
4. Teacher Education	P								P	P	1	2
5. Financial Assistance	P		P			P			P		1	3
6. Undergraduate Instruction	P			P	P	P	P	P		P	1	6
7. Role/Mission Clarification	P	P		P							1	2
8. Financial Stabilization	P	P									2	1
9. Competitive Salaries	S	P					P	S			2	2
10. Job Training	P	P									2	0
11. Collaborative Planning	P	S									2	0
12. College Accessibility	P	S	P			P			P	S	2	4
13. Affirmative Action	P								P	S	1	2
14. Student Retention			S				P				0	2
15. Career Planning	S	S									2	0
16. Faculty Excellence	P	P								P	2	1
17. Public Service	S					S			P		1	2
18. Statewide Networking	P	P									2	0
19. Technology Development	P								P		1	1
20. Student Life		S		P			P				1	2
21. Developmental Skills	P	S					P		P		2	2

PART II

DESIGN

Purposes

The following purposes for the Project 90 Priority Assessment were formalized as we shifted from a "challenge" focus to an "initiative" approach.

1. To extract, synthesize, and delineate a series of potential higher education initiatives for public higher in Michigan that reflect the key proposals of recent state and national studies.
2. To ascertain and compare higher education priorities priorities of state legislators and state officials with those of presidents, chief academic officers, and board chairs of Michigan community colleges and universities.
3. To determine the major reasons for priority selections, the preferred initiators of implementation, and the anticipated issues/problems for each of the top-ranking priorities.

The Card-Sort Process

In our focus on a methodology for prioritizing potential initiatives for the Project 90 Assessment, we elected to use a card-sort process (see Appendix A for card illustrations). An initiative was defined as an instrumental goal for Michigan higher education in the 1990s. It was our belief that the card-sort process would encourage more careful consideration of each initiative in the ranking process than would the usual questionnaire. At the same time, we realized that it would be unwieldy and frustrating for a busy executive or legislator to assign 21 individual ranks. Consequently, our research consultant, Professor Fred Ignatovich, suggested a system that capitalizes on the advantages of "forced-choice" rankings but limits the choices of ranks to seven categories by requesting a preset number of cards within each category. The prescribed distribution of items (priorities) among the categories is designed to match a normal curve of distribution. In operational terms, this means that the 21 initiatives were distributed according to the following pattern:

The Scoring System

Ranking	Number	Value
Highest	One initiative	1 point
Very High	Two initiatives	2 points
High	Four initiatives	3 points
Intermediate	Seven initiatives	4 points
Low	Four initiatives	5 points
Very Low	Two initiatives	6 points
Lowest	One initiative	7 points

In this methodology, participants assign only seven ratings rather than 21 separate ranks. No differentiation within ratings is necessary by using a preset distribution. Participating respondents make a "forced choice" since limitations are imposed on the number of high or low ratings they might assign. The restriction on distribution of items is not the usual procedure among other types of rating scales. We noted that, when administered in an interview situation, the sorting process typically required 20 to 30 minutes.

When the instruments were ready for tabulating, the items were entered into the computer with assigned weightings of one point, two points, and so on, according to their relative categories. The points for each category were used to derive weighted scores for items, in a manner similar to computing grade point averages. In our rank order scaling, however, we elected to give a value of one to the top-ranked priority and seven to the bottom category, with appropriate graduations in between. By computing an average weighting for each initiative within the various subgroups of respondents, we were able to make statistical comparisons and apply tests for significant differences among the subgroups through analysis of variance techniques.

Debriefing Questions

After the participants had completed their sorting of initiative cards according to each of the category ranks, they were requested to record the item number of each initiative card in the space provided on the first page of the questionnaire. They were also requested to identify (a) written rationales for their choices; (b) the individuals, by role-based position, whom they preferred to take responsibility for initiating implementation efforts; and (c) anticipated constraints for their highest and very highest rankings. Three identical pages in the questionnaire were provided that purpose.

Participation Cards

All participants were requested to identify their subgroup identification but not their job titles or names. We thought this was very important if we were to obtain honest, straightforward responses to any items that might be interpreted as sensitive in nature. For follow-up purposes, we did ask them to complete a participation card with their name and to return it separately through the mail. For a list of participants, see Appendix C.

Field Testing the Instrument

At the time of the meeting of the Distinguished Review Panel, we were projecting visits to a sample of campuses and state offices for on-site interviews. The interview process is often seen as the most productive way of obtaining a "true picture" of the priorities. It was also projected as the most favorable method for determining the reasons for the participants' top three and also the bottom three priorities, as well as the problems and issues they would anticipate in implementing their top three initiatives. The interview would also have provided opportunities for assessing the rationales for the selection of their least-favored initiative.

Shift to a Mailed Survey

Twenty state and higher education officials participated in the pilot study. Half of them were interviewed and half received identical card-sort packets by mail to determine if there were meaningful differences in the responses obtained. After a review of the results (and with some reluctance), we decided to shift to a mailed survey for the following reasons:

1. There were no observable differences in the nature and amount of data obtained by the interview versus the mailed surveys, given the nature of the card-sort instrument employed.

2. The use of a mailed survey would serve as a significant economy measure since cost of the visits to outlying campuses would have come largely (if

not entirely) from the "pockets" and time commitments of staff.

3. The confidentiality of an anonymous instrument seemed likely to yield a truer picture of importance attached to some of the more "sensitive" initiatives.

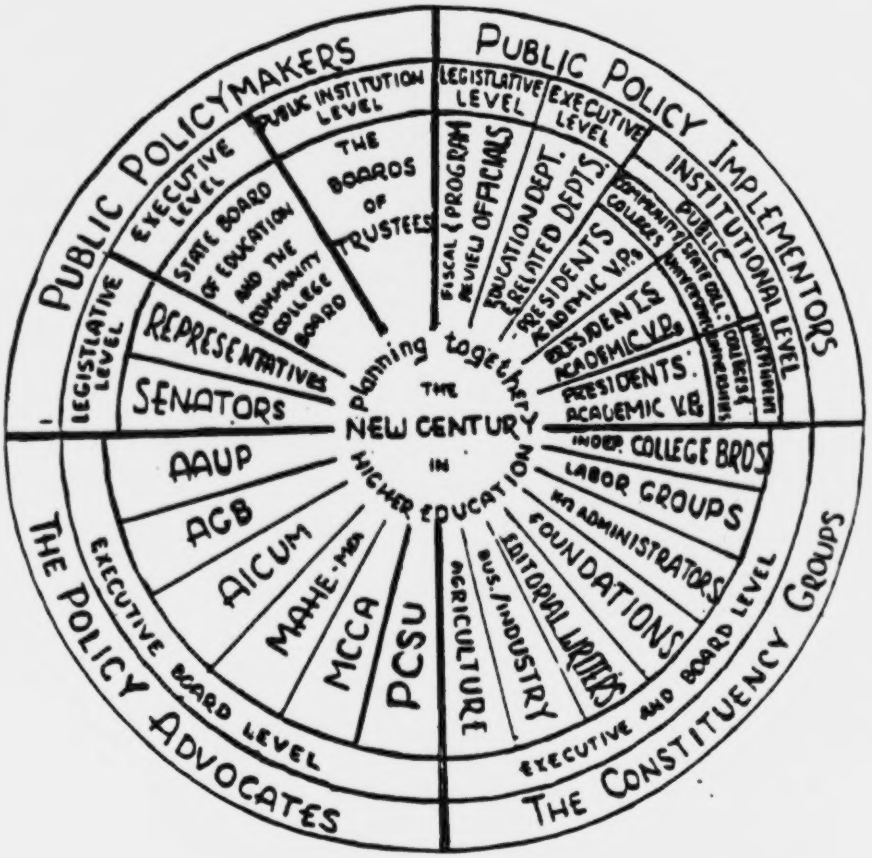
Conceptualizing the Populations and Subgroups

The term Higher Education Community of Michigan is often employed in statewide discussions. There is no precise definition of that community. Figure I presents a diagrammatic version of key groupings of policymakers, policy implementors, policy advocates, and policy constituents involved in or historically concerned about higher education in Michigan. The conceptualized model encompasses several populations. We chose to focus our survey efforts on policymakers and policy implementors with a view toward involvement of policy advocates and policy constituents in any follow-up activities.

The Project 90 Team decided against including the policy advocates (associations) and the two higher education associations in the survey itself. We reasoned that their members would be expressing their preferences as policy implementors and representatives of their respective institutions. We further reasoned that the remaining associational groups would be included in any postsurvey conference or forums, as would representatives of the higher education constituency groups.

The Project 90 Team did intend to include the independent colleges and universities within the state. The Executive Director of the Association of Independent Colleges and Universities volunteered to assist us by distributing the Priority Assessment Instrument to his membership. Once again, limited budget made the offer most appealing, even though we recognized this deviation from a mailed survey instrument would "destandardize" our postal survey. For undetermined reasons, the volunteered distribution did not take place. After numerous calls during a six-month period, we concluded that it was unlikely to occur, perhaps as a result of some shift in AICUM policy. With considerable reluctance we turned out attention to other matters, but our concern continued. By fall 1988, it was to late to incorporate the independent group within our established procedures.

FIGURE 1 THE POPULATIONS AND PROJECT PARTICIPANTS*


PUBLIC POLICYMAKERS
LEGISLATIVE LEVEL
SENATORS
REPRESENTATIVES
EXECUTIVE LEVEL
STATE BOARD OF EDUCATION AND THE COMMUNITY COLLEGE BOARD
PUBLIC INSTITUTION LEVEL
THE BOARDS OF TRUSTEES
PUBLIC POLICY IMPLEMENTORS
LEGISTLATIVE LEVEL
FISCAL & PROGRAM REVIEW OFFICIALS
EXECUTIVE LEVEL
EDUCATION DEPT. & RELATED DEPTS.
INSTITUTIONAL LEVEL
PUBLIC
COMMUNITY COLLEGES
PRESIDENTS ACADEMIC V.P.s
STATE COLL.
PRESIDENTS ACADEMIC V.P.s
PRESIDENTS ACADEMIC V.P.s
Planning together THE NEW CENTURY IN HIGHER EDUCATION
THE POLICY ADVOCATES
EXECUTIVE BOARD LEVEL
AAUP
AGB
AICUM
MAHE-MEA
MCCA
PCSU
THE CONSTITUENCY GROUPS
EXECUTIVE AND BOARD LEVEL
INDEP. COLLEGE BRDS
LABOR GROUPS
ADMINISTRATORS
FOUNDATIONS
EDITORIAL WRITERS
BUS./INDUSTRY
AGRICULTURE

*The Project 90 Priority Assessment Survey sought responses from leaders among the policymakers and policy implementers of Michigan Higher Education

Surveying the Independent Presidents

In December 1988 our Administrative Coordinator, Louis Hekhuis, decided to construct an "expeditious and abridged" version of the instrument and mail it directly to 54 presidents of independent colleges and universities in Michigan. We were greatly pleased to receive a 61% response from those presidents. A comparison of their priorities with those of the presidents of public universities and community colleges is included on page 28. It must be reviewed with caution because the effect of the shift in methodology on their choices is not known. It is possible that sifting through and rating 21 separate items versus selecting the top seven initiatives from a list of 21 may affect the prioritizing process in undetermined ways. The Project 90 Team regrets its erroneous assumption that independent college presidents might not be interested in participating. We now realize that potential participants need to be given the opportunity to make their own decisions about participating. Our target groups among the public policymakers and policy implementors included all elected members of the state legislature; the members of the Postsecondary Unit of the State Department of Education; and the presidents, chief academic officers, and board chairs of all state universities and community colleges.

Our efforts to obtain a good response from the legislature included introductory letters from the Honorable John Engler, Lynn Jondahl, Gary Owen, and William Sederburg (Appendix A). Our approach to the public higher education community included a letter from President John DiBiaggio of Michigan State University, who provided a strong endorsement to the study.

Appraising the Adequacy of Returns

There was "good news" and "bad news" in our appraisal of ~~the levels of~~ survey participation (Table II). The "bad news" was focused in the small number of completed instruments returned by board members and legislators. Our final tallies indicate that we had obtained 21 instruments from 100 state representatives (21%) and 6 from 48 state senators (12%). (Two additional surveys were returned from House members after the data had been processed by the computer.) Although we did not request identification of the respondents, many of them returned their instruments with indicators of their identity visible on the envelopes. It was noted that among

TABLE II. A SUMMARY OF THE RESPONDENTS WITHIN EACH POPULATION, CLUSTER AND SUBGROUPING IN THE PROJECT 90 SAMPLE

COMMUNITY COLLEGES	**Population**	**Respondents**	**Percent**
Presidents	29	18	62
Chief Academic Officers	29	20	69
Board Chairs	29	10	34
TOTALS	**87**	**48**	**55**
UNIVERSITIES			
Presidents	15	14	93
Chief Academic Officers	15	7	47
Board Chairs	13	4	31
TOTALS	**43**	**25**	**58**
GOVERNMENT OFFICIALS			
House Members	100	21	21
Senate Members	48	6	12
TOTALS	**148**	**27**	**18**
Dept. of Public Instruction, Postsecondary Staff	11	11	100
GRAND TOTALS	**289**	**111**	**38**

the signed participation cards returned separately that several of the respondents from both houses held "key" positions in influencing higher education.

Our desire to obtain an adequate return from the legislature was reflected in our distribution of three "waves" of instruments extending over a three-month period. The "third wave" was hand delivered by Project members to legislative aides in their offices, with words of encouragement as well as acknowledgment of demands facing their "bosses." These follow-up efforts were remarkably unsuccessful, despite the apparent willingness of aides to give it "the old college try." We concluded that two major factors were operating in the legislative survey:

1. The completion time required (15 minutes for selecting the priorities plus 10 minutes to provide rationales for their top three choices) did not balance well with other time pressures in their work.

2. The visual impact of the instrument and the survey packet may have projected greater complexity and time demands than actually existed in the completion process.

The second group of limited responses came from board chairs. To reach the board chairs, instruments were sent to the Offices of the Presidents with a request to forward them to their respective board chairs. Despite follow-up phone calls to various institutions, we do not know what percentage of board chairs actually received the instrument. A presentation of our study made in October 1987 to the Executive Board of the Association of Governing Boards elicited a most encouraging response. But it appears that their favorable reaction were not communicated or perhaps not needed by their colleagues.

The "good news" came with a gratifying number of respondents among presidents and chief academic officers. Fourteen of 15 (93%) university presidents and 18 of 29 (62%) community college presidents completed and returned their instruments. This writer was permitted to make a brief presentation at a meeting of the President's Council of State Universities. A similar presentation was made at a dinner meeting of community college presidents and at an afternoon meeting of the executive members of the

Association of Governing Boards. The number of responses from chief academic officers was particularly encouraging since there was no presentation to their groups.

The respondents numbered 7 (47%) from state university chief academic officers (CAOs) and 20 (69%) from community college CAOs. It seems that the response levels from presidents and chief academic officers of state universities and community colleges is likely to provide a fair representation of priorities among top higher education administrators.

Ronald Root, who heads the Higher Education Management Services (Postsecondary Unit) in the State Department of Education, volunteered to have members of his unit complete the inventory. He had hoped to persuade members of the State Board of Education to participate but was refused. He was successful in involving the 11 members of his own unit who prepare essential background material for the Community College Board and the State Board of Education.

Limitations of the Project 90 Assessment

We acknowledge a bias that tended to favor initiatives concerned with interinstitutional and intergovernmental relationships since those are so closely tied to the processes through which the higher education community aligns itself with societal/cultural needs and expectations. This is not intended to underplay the importance of internally focused initiatives through which institutions define their curricula, select and implement instructional strategies, decide which staff and student services are relevant, establish admissions requirements, and allocate critical resources. It is simply an acknowledgment that when we focus on higher education as an aggregate community within a state context, we are prone to emphasize initiatives that reflect various aspects of the external relationships of each institution.

A deliberate effort was made to eliminate unnecessary jargon from our items. Richard Cole (1988), who served as Chief of Staff for Governor Blanchard and subsequently at a special higher education advisor to the Governor during the recent follow-up study of the Governor's Commission Report (Robinson, 1984), was most helpful in sensitizing us to our education-based jargon. His professional experience in public relations and government communication provided a "crash course" in seeking clarity and simplicity.

Response Patterns

Efforts to obtain an adequate response from each of nine subgroups were not very successful with certain groups. The lay respondents represented among board chairs and legislators were not represented in sufficient numbers to reflect the views of their respective subgroups. While we did consider their response patterns to be reflective of some "known" preferences among their respective groups, we do not really know if the responses truly reflected the pattern of their "parent" subgroups.

Another concern needs to be acknowledged. We focused on the key policy implementors within the institution (presidents and chief academic officers) but did not encompass respondents from the faculty of the institutions. Our meager resources would not permit that. We do think that any future assessments should encompass adequate representation of faculty members. We hope that a study of higher education priorities of several faculties will be stimulated by this study.

To acknowledge the limited responses in some subgroups, we refer to "*subgroup participants*" or "*respondents*" keeping the number of such respondents closely in view of the reader as we present the data. In cases of limited numbers of participants, the data can provide only very tentative directions of the priorities that *might* be manifested in a more adequate representation of these subgroups.

While attempts were made to "validate" the various initiatives by tracing the concepts to accepted studies and reports, it is likely that individual reactions to the wording of initiatives would have influenced acceptability of various items. For example, to some the term "collaborative planning" may have connoted *voluntary* involvement, whereas to others it may have been interpreted as an undesirable risk of centralized control. Also, survey researchers caution about the use of "God-mother-country" items, which gain distorted support by projecting an image of "all sufficiency." By contrast, "devil-based" items containing "noxious" terminology for a respondent subgroup can contaminate the acceptability of the response. "Collaborative" may be such a term for some respondents. In such cases the rhetoric employed can become a contaminating element.

"Thought Leader" Nominations

Included in the packet of materials was a card that requested a list of "thought leaders" whom the respondent perceived as particularly well-suited or positioned to interpret the meaning and implications of this report for Michigan higher education. Unfortunately, our intention for nominations from their respective professional peer groups did not convey our desire that "university presidents" nominate only "university presidents" (including themselves if so desired) and "community college board members" nominate "community college board members," and so on. Instead the nominations frequently focused on people outside their respective professional peer groups. Our effort to identify "thought leaders" was suggested by Richard Cole and was seen as a useful way to identify potential participants for any follow-up conferences that might evolve as a result of the priority assessment. We have elected not to report the names of the selected thought leaders until such time as our original intent can be achieved.

Processing the Written Responses

Responses to each written question were typed and then examined to ascertain the range and nature of rationales, perceived initiators of implementation, and anticipated constraints among the various subgroups. The levels of response to the debriefing questions were closely tied to the frequency with which respondents placed the initiatives among their top three choices since this was the prescribed design. Consequently, the top priority received considerable response, while many of the less popular initiatives provided few, if any, written responses. because of the unevenness in responses to a given question, primary attention was given to the nature of "reasons" and "constraints" suggested but not the frequency levels of particular responses. The request for "initiators of implementation" was examined quantitatively to reflect the predominant view of the most significant role-based initiator for each of the top priorities.

The Research Questions

Five major research questions provided perspectives for analyzing the data. They are listed as follows:

1. The Comparative Ranking Perspective:
   Which of the 21 initiatives appear among the top, middle, and bottom rankings of the four major groups?

2. The Thematic Analysis Perspective:
   What significant differences and directional tendencies occur among the four major respondent groups when the 21 initiatives are classified according to six major themes extrapolated from recent state and national studies of higher education published in the 1980s?

3. The Intergroup Consensus Perspective:
   What levels of agreement (based on rank order correlations) exist among nine subgroups when compared on the basis of their priority rankings?

4. The Functional Commitment Perspective:
   What patterns of support for the various initiatives are manifested by four major subgroups when the initiatives are classified according to three major commitments in the evolution of American higher education?

5. The Rationale/Constraint Perspective:
   What are the range and nature of the expressed rationales and challenges associated with each of the top seven initiatives?

PART III

THE FINDINGS AND DISCUSSION

The Comparative Rankings Perspective

Research Question 1: Which of the 21 initiatives appear among the top, middle, and bottom rankings of the four major groups?

Today the media provide a barrage of reports on "public" and "expert" regarding the best athletic teams, the most popular media stars, the most "likely to win" politicians, the most prestigious collegiate institutions, the best restaurants, and so on. Millions of dollars and great prestige are at stake. In many cases these rankings would not bear the stamp of credibility from statisticians and researchers. Yet the simple concept of rank continues as a major form of comparison. The specificity and simplicity (if not the precision) of rankings facilitate uncomplicated decision making. As an entry point into the Project 90 Priority Assessment, we have elected to use rankings (derived from mean ratings) of our four major groups as an introduction to the analysis of data with full recognition that ranking is a largely descriptive process, rather than an analytical process.

An Overview of the Composite Rankings

As part of the overview of rankings for the entire respondent group of 111 participants, we computed the mean ratings for each of four major groups of respondents: (a) state university respondents, (b) community college respondents, (c) legislative respondents, and (d) State Department of Education--Postsecondary respondents. The median of major group means was used in ascertaining a composite "central tendency" of all four groups that were employed. In this computation we hoped to counter any distortions of central tendency for the composite rating created by markedly deviant responses from a particular group to a particular initiative. We also have presented both the median and mean ratings for each major group in our subsequent thematic analysis of responses (Table V, page 35).

Figure 2 presents the distributions according to a theoretical (a priori) "normative distribution pattern" imposed by the forced-choice rating methodology used in this study. It should be understood that it would have required a very high level of agreement among the rating patterns of our respondents for all of the initiatives to fall within the "normal" distribution pattern. The natural tendency for responses to regress toward the mean is clearly apparent in Figure 2. That regression in a "forced-distribution" format is derived from the high ratings of some respondents being offset by the lower ratings of other respondents among heterogeneous group ratings on a single initiative.

The result of this regressive tendency accounts for the "overloading" of initiatives in the middle range. Consequently, an initiative such as Financial Stabilization demonstrates a remarkable "resistance" to this "regressive tendency." This phenomenon can be illustrated by examining the distribution of responses for Financial Stabilization on page 103 of the Appendix. It is further highlighted in Figure 2. Readers will notice in Figure 2 that the "top" and "very high" ratings are quite disproportionate in percentages to the number of "opportunities" to be represented in the top categories (depth of support), and, in comparison to response patterns of other initiatives in the study, Financial Stabilization has the highest level of support across groups (breadth of support) as well.

There is little doubt that the term Financial Stabilization is of considerable importance to our respondents (Table III). It may also fall in the area of being a "God-mother-country plus apple pie" item. The writer recalls that when this finding became apparent early in our data analysis, he reported this "first" finding (with some enthusiasm) to his wife, who in recent years has guided her now-thriving real estate company through the dark days of the recession. With a tinge of disdain in her voice (my interpretation), she replied, "Well, of course, what did you expect? Who wouldn't vote for financial stabilization?" Her response in part illustrates the "G-M-C-AP" potential of such items.

It is clear that the financial stabilization issue for higher education is perceived with high concern by a substantial majority of all groups in our study, except the legislative respondents, who are facing similar financial concerns with K-12 schools, mental health, social services, the department of corrections, and so on. It is likely that the

Figure 2 Distribution of the Priorities (Based on Median Ratings) Among the Four Major Groups in the Study

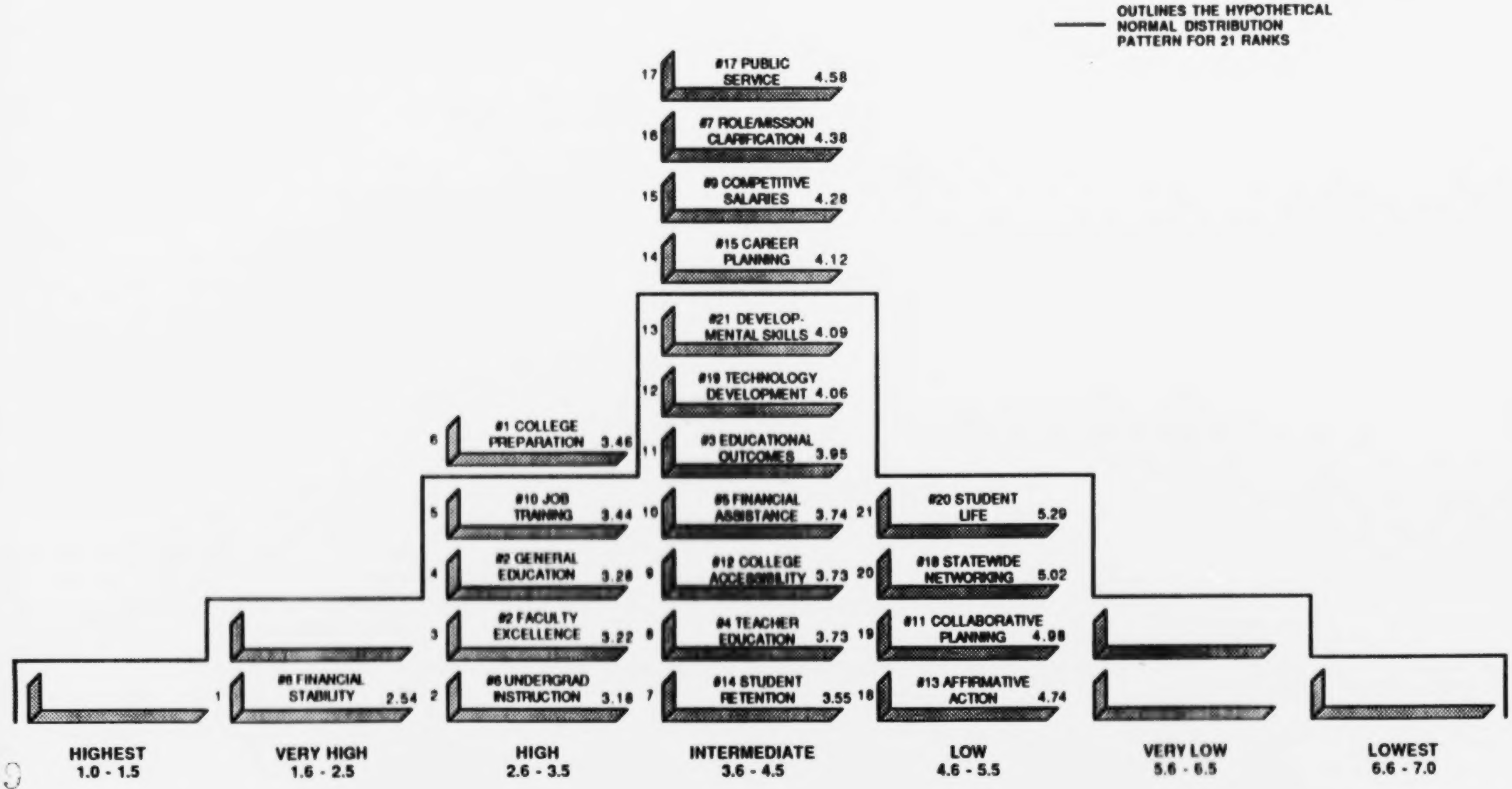


Table III. Rank Order of Initiatives According to Group Means for Each of Four Major Groups and for the Combined Groups

MEDIAN RANK FOR ALL GROUPS	ITEM	THE 21 INITIATIVES Top Third	MEDIAN RATINGS AMONG FOUR MAJOR GROUPS		SU N=25	CC N=48	LEG N=27	SDOE N=11
1	#8	Financial Stabilization	2.54		2	1	5	1
2	#6	Undergraduate Instruction	3.18		3	4	4	2.5
3	#16	Faculty Excellence	3.22	High	1	2	7	7
4	#2	General Education	3.28		4	3	3	10
5	#10	Job Training	3.44		21	6	6	4.5
6	#1	College Preparation	3.46		10	9	1.5	2.5
7	#5	Student Retention	3.55		12	5	19	4.5
		Middle Third						
8.5	#4	Teacher Education	3.73		8	10	8.5	7
8.5	#12	College Accessibility	3.73		5	11	8.5	7
10	#5	Financial Assistance	3.74		10	13	1.5	9
11	#3	Educational Outcomes	3.95		14	8	14	18
12	#19	Technological Development	4.06		10	18	11.5	13.5
13	#21	Developmental Skills	4.09		17	7	13	11.5
14	#15	Career Planning	4.12		18	12	11.5	13.5
		Bottom Third						
15	#9	Competitive Salaries	4.28		6	15	17.5	11.5
16	#7	Role/mission Clarification	4.38		13	14	16	16.5
17	#17	Public Service	4.58		15.5	19	17.5	15
18	#13	Affirmative Action	4.74		7	16	20	16.5
19	#11	Collaborative Planning	4.98	Low	20	17	15	19.5
20	#18	Statewide Networking	5.02		19	20	10	19.5
21	#20	Student Life	5.29		15.5	21	21	21

RATING SCALE

1.0-1.5 Highest		4.6-5.5 Low
1.6-2.5 Very High	3.6-4.5 Intermediate	5.6-6.5 Very Low
2.6-3.5 High		6.6-7.0 Lowest

* To offset the effect of uneven numbers of respondents among the four major groups, we computed means within groups but used the median of means when combining major groups as a way of avoiding distortions of the central tendency when ratings of a particular group deviated markedly from the remaining groups.

SU—STATE UNIVERSITY RESPONDENTS
LEG—LEGISLATORS
CC—COMMUNITY COLLEGE RESPONDENTS
SDOE—POST SECONDARY UNIT

intense competition for scarce resources will test the capacity of even university and community college officials to agree on the parameters and perimeters of the term Financial Stabilization as they present evidence to the legislature on the financial needs of higher education in their own institutions. The current struggle to find additional sources of funds for K-12 schools does not bode well for higher education efforts to achieve financial stabilization.

The concern for quality education is to be discussed more thoroughly in our discussion of key themes among the initiatives and also in the discussion of major commitments of higher education. At this point, it is important to acknowledge that, given the necessary financial stability that is being sought, it seems likely that much of the desired baseline funding would be used to strengthen Undergraduate Education and General Education. It is also likely that an intensified pursuit of Faculty Excellence will accompany that effort in view of the strong support among presidents and chief academic officers of community colleges and universities. We were impressed that these concerns for high-quality education are consistently prominent in the appeals of higher education officials in their written rationales for stabilization of their financial situations. In speaking to the concern for General Education, a community college president reflected the prevailing concern as follows:

> Without a strong general education the student is only partially educated. Through general education the individual becomes a member and citizen of a larger society. The individual learns and incorporates personal, public and historical values that in turn permit him to belong to a society and to make a commitment to its ideals and policies. The importance of such a commitment cannot overstated in a democratic society such as ours. The loss of a national work ethic, poor public involvement and increasing separation of classes (both racial and economic) can best be improved through general education; [thus] the cornerstone of any instructional program is strong general education.

It is likely that advocates of strong General Education may share somewhat different perspectives on what content and processes are involved in an effective general education program.

As one reads the rationales for General Education provided by various respondents, it is clear that the problem will not be found in gaining support for the idea of general education but rather in gaining some agreement as to the level, depth, and range of general education to be offered to which students and also overcoming student and parental fixations on career preparation. There is room for many versions of general education, but the definitions are likely to require repeated clarification if students and constituents are to understand the nature of general education that is being offered. There will be more discussion of these issues as we analyze the General Education commitment as a traditional force in higher education.

The Independent Versus Public Institutions

Comparisons of the highly ranked initiatives among presidents of public and independent institutions were made to see if there were any substantial differences among these institutions. After encountering many delays, we found it necessary to circulate an abridged version of our assessment instrument for gaining access to the independent presidents. As indicated earlier, our administrative coordinator, Louis Hekhuis, took the initiative in creating a modified instrument and distributing it to 54 presidents by mail. In a relatively short period of time, he received usable responses from 61% of the intended respondents. Respondents examined the 21 initiatives in a "noncard" format and were requested to select the top seven initiatives and rank them in order. In our processing of their responses, we employed a truncated scale that was similar to our scale used in the public sector; however, the point system had to be revised as follows:

Scoring System for the Abridged Version

Ranking	Number	Value
Top	One initiative	One point
Very High	Two initiatives	Two points
High	Four initiatives (Ranks 4, 5, 6, 7)	Three points each

To ascertain the distortion that this scale might create, we recalculated the ratings of presidential respondents from state universities and community colleges, using the truncated scoring system. We then compared the results in ascertaining the top seven ratings by the abridged scale and our regular scale among the presidents of public institutions and found that within the top seven ranks for each group there were few variations of any real consequence between the two scoring methods. This reassured us that the abridged version could be used as a "rough" comparison if limited to the top seven priority response patterns between public versus independent presidents. The results of that comparison are reported in Table IV.

In four of the seven upper-third rankings there was an overlap among all three groups on the inclusion of General Education, Financial Stability, Faculty Excellence, and College Preparation. The rankings are somewhat different but not significantly on these four initiatives. There were two additional common initiatives for community college presidents and independent presidents. They shared concern for Student Retention and Undergraduate Instruction by placing them in their "top seven" priorities.

Independents clearly emphasized Financial Assistance as their top initiative, and that initiative was not among the top seven priorities of the other two groups. They also included assessing Educational Outcomes among their top seven. (For some reason this initiative may be receiving more attention nationally than in Michigan.) It seems likely that intense competition for students among independent colleges has sensitized them to the possible advantages of being able to delineate empirical outcomes to their potential students and their parents.

Community colleges in this scale gave a high ranking to the Job Training initiative, which was not the case among the remaining groups of presidential respondents. The state university presidents included College Accessibility and Competitive Salaries among their top seven priorities. These were not represented in the top third among other presidential groups in this comparison.

Perhaps the clearest message is that public and independent institutions share important priorities. Perhaps the most notable difference between these two groups would be found in their view of the Financial Assistance initiative. From our summer seminar with former fiscal analysts, we know that the costs of providing loans for the student consumer, initiated in Michigan in the mid-1970s by Governor Milliken and

Table IV. A Comparison of the Ranking of Initiatives Appearing in the Upper Third of the Priorities among Presidents of Independent and Public Higher Education

Independent Institutions		Community Colleges		State Universities	
Financial Assistance	1	Financial Stability	1.5	Faculty Excellence	1
Student Retention	2	Faculty Excellence	1.5	Financial Stability	2
General Education	3	General Education	3	Undergraduate Instruction	3
Financial Stability	4	College Preparation	5	College Access	4
Faculty Excellence	5	Student Retention	5	Competitive Salaries	5
College Preparation	6	Job Training	5	General Education	6.5
Educational Outcomes	7	Undergraduate Instruction	7	College Preparation	6.5

▢ Duplicated in all three groups

▨ Duplicated in two groups

strongly reinforced by the national policies of the Reagan Administration in the 1980s, has not been seen as a preferred way of supporting higher education by the public colleges and universities. On the other hand, for many private institutions it has been experienced as a "godsend." We discuss the Financial Assistance initiative at greater length in the next part of our data presentation and in the concluding section.

Anomalies in the Ranking of Major Groups

Turning now to the comparison of overall rankings of the four major groups in the study, we can immediately identify rankings that are clearly anomalies. For example, Job Training, which ranked among the top seven priorities for community college respondents, and government respondents, ranked twenty-first among state university respondents. In a similar vein, our legislative respondents showed little support for Student Retention as a priority even though on the composite scale it ranked seventh among the four major groups.

Finally, our state university respondents placed Competitive Salaries and Affirmative Action in the upper third of their priorities, whereas they were ranked much lower by the remaining groups. The Comparative Salaries initiative is particularly important in the high-tech area, and the disproportionate expenditures required to attract top experts in technology, as well as highly qualified minority candidates, presents additional strains on the financial stabilization of public universities.

> *"Money and Human Resources, both in very sizeable amounts and numbers, are lost because so many young people try college and then drop out for frequently inconsequential reasons. For a small investment the human resources can be saved. It is almost criminal not to give the problem more emphasis."*
>
> *....A University President*

Examining the Highest and Lowest Ratings

As an artifact of our research design, the forced-choice system provided additional insight regarding those initiatives that were most strongly supported and those most consistently disregarded or rejected by our various subgroups. We assumed that many respondents who place a given initiative among their top three in a list of 21 initiatives are likely to experience some strong identity with that initiative. Furthermore, those top-level choices may forecast a concerted effort to implement the highest priorities, particularly if shared widely by professional peers. We also recognize that initiatory energy might be dampened considerably if supporters were unable to reach an acceptable agreement with other protagonists regarding the "real" meaning of the initiative or "best methods" of implementations.

Consequently, to gain some perspective as to where the strongest support might be found, we examined the "top" and "very high" ratings in each of the nine subgroups. We decided that in those cases where at least 25% of respondents of a subgroup rated a particular initiative at the "top" or "very high" and when at least four of nine subgroups provided support at that level, we might find a substantial and continuing effort to make something happen in that sphere of operation (Graph I).

Clearly, Financial Stabilization received the highest percentage of support as one of the top three choices (depth) and also the widest level of support (breadth) among the initiatives where all nine subgroups reached our 25% criterion level. Six of the groups gave Faculty Excellence at least 25% of their "top three" votes. The very strong support from our respondents among university presidents (86%), backed by university chief academic officers (71%) and university board chairs (50%), suggests that the energy for achieving a level of Faculty Excellence is very strong and likely to produce considerable unanimity for support of a recruitment program as well as a staff and professional development program.

"Until such time that the question of adequacy and equity of state funding are resolved, it makes little sense to pursue other issues."

....A University President

"The key criterion for quality instruction revolves around faculty excellence. If an institution does not have good faculty that have both curricular expertise and the ability/interest in instruction, programs are not going to succeed regardless of how much money/equipment is provided."

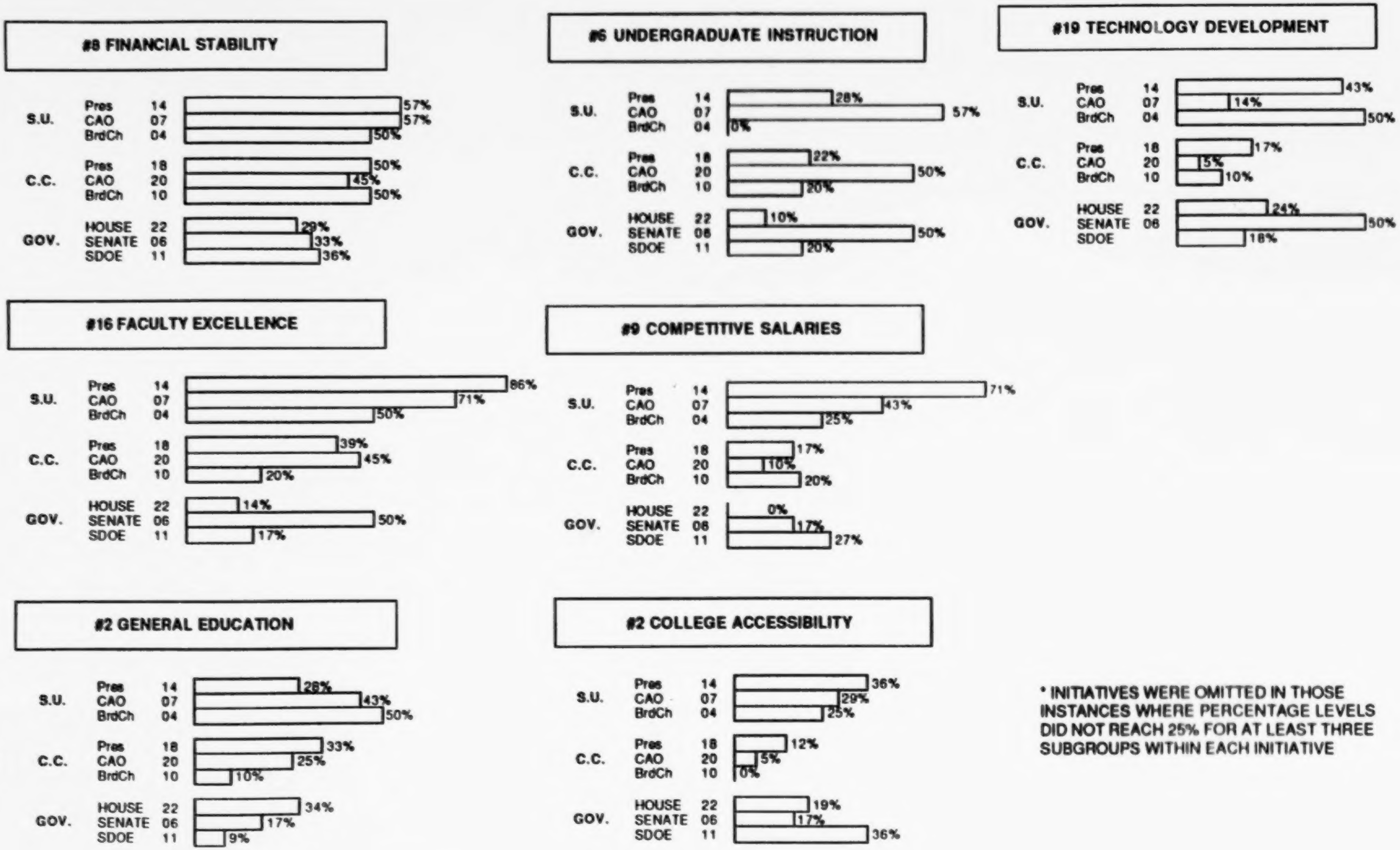
....A State Department of Education Official

The support for General Education, Undergraduate Instruction, and Competitive Salaries suggests a potential for strong dedication to strengthening undergraduate education, particularly when combined with the strong commitment toward Faculty Excellence. A strong desire to increase College Accessibility is also apparent at the 25% level among our university subgroup respondents as well as our State Department participants.

Just as we examined the "top three" ratings, we also examined the "bottom three" choices as well. The interpretation here is a bit more complex. In some cases the bottom rating may signify a "left-over" phenomenon. In our field-testing interviews, respondents showed some tendency to be apologetic and even discomforted at having to identify bottom choices. In other instances there was no evidence of discomfort but rather straightforward rejection (Graph II).

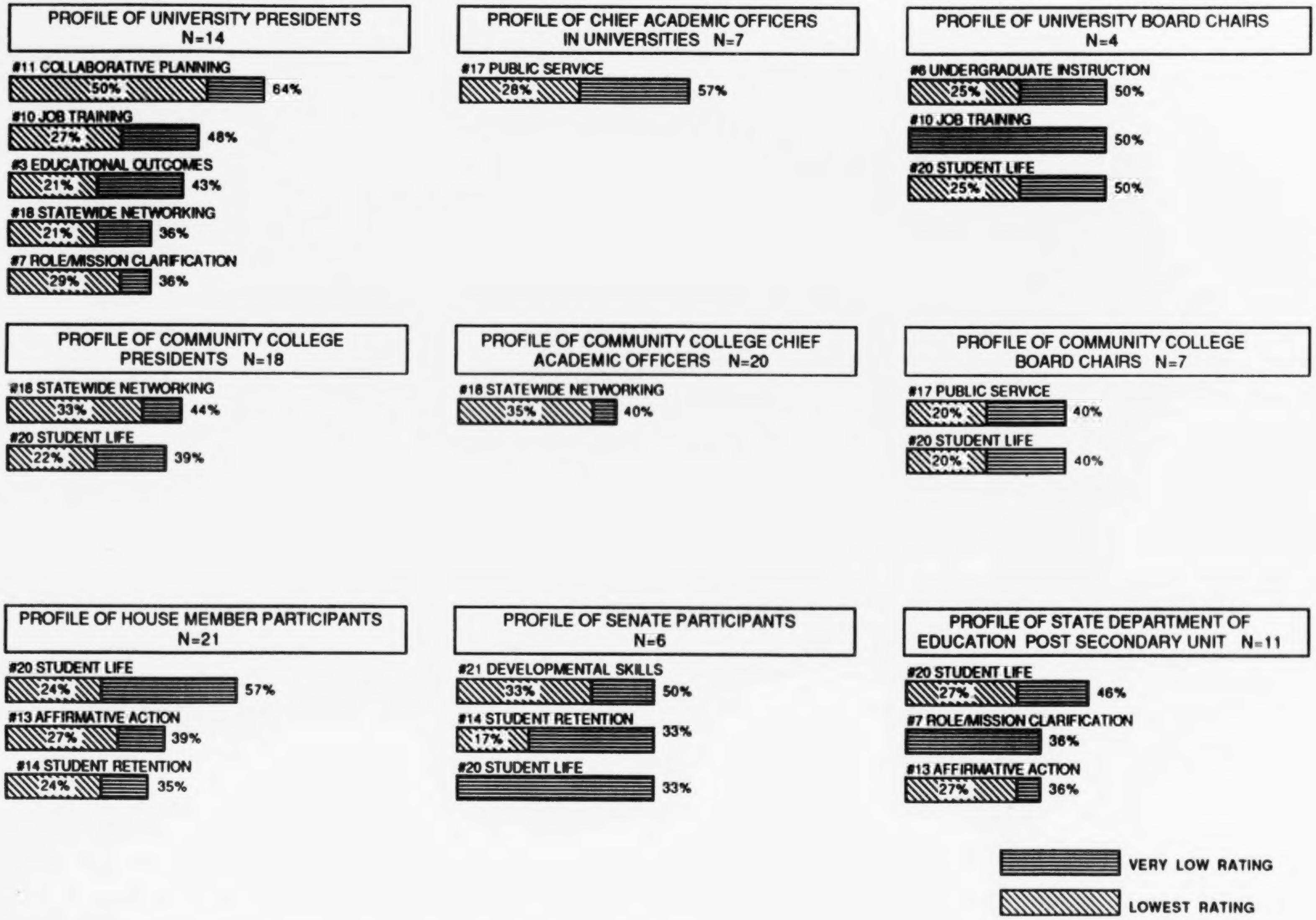
Within this context, our system for identifying top-level agreements would not work well if the same

Graph I A Comparison of the Highest and Very High Ratings Among the Nine Subgroups*



* INITIATIVES WERE OMITTED IN THOSE INSTANCES WHERE PERCENTAGE LEVELS DID NOT REACH 25% FOR AT LEAST THREE SUBGROUPS WITHIN EACH INITIATIVE

Graph II. Profiles of Nine Subgroups According to Those Initiatives Receiving at Least One-third of the Very Low and the Lowest Priority Ratings



criteria for depth and breadth of agreement were to be applied to the bottom choices, which were much more widely distributed. Perhaps the most noteworthy response was that nearly two-thirds of our university presidents (64%) rejected Collaborative Planning as a worthy initiative. It would appear that either their previous experience with such endeavors, their sensitivity to the institutional-autonomy issue, their preference for entrepreneurial competitiveness, or a limited level of trust among institutions may have been reflected in their responses. Only subsequent discussions with group "thought leaders" are likely to clarify their rationales. None of the remaining groups attained a 25% consensus on placement of Collaborative Planning among its bottom three initiatives (at the 25% level).

If there is a "least-appealing" award to be given, it would go to the Student Life initiative. Six of the nine subgroups met our 25% criterion for inclusion in the least-favored categories. Student Life seemed particularly unpopular with government officials and board chairs. It seems likely that reports of unfavorable individual and group behaviors that appear in daily news releases around the country and within the state contribute to its limited support. In the history of higher education, this phenomenon extends over many centuries of disdain at the behavior of college-age students, but in more recent times with the increased drug- and alcohol-related episodes (often accompanied by acts of violence), we may be experiencing intensified negative attitudes about student behavior, with a subsequent rub-off consequence for Student Life and even the whole of higher education. While the term itself as defined in our study also encompasses a variety of services essential for responding to the complexities and challenges of managing and working with thousands of traditional-age students within a relatively confined living environment, the bad publicity overrides those constructive efforts. The term "student life" itself may be one of those "noxious" terms we referred to earlier. If so, a different term might be useful to distinguish more effectively between "behavioral misconduct" and the serious efforts to enhance "student maturation and development."

In summary of the comparisons of the rank-order ratings based on the mean scores for each initiative within each subgroup, we found that, given the Financial Stability for which higher education respondents yearn, we might expect persistent efforts among individual institutions to strengthen their

"If you do not continually have to go through the trauma of keeping your financial levels stable, you can develop new programs,...maintain the mission, and do planning for the future."

....A Community College Board Chair

undergraduate programs by recruiting and encouraging excellence in teaching and by focusing their efforts in improvements in their general education programs. It is likely, however, that any statewide effort to define the range and nature of content of that general education in a collaborative manner would be seen as a potential threat to institutional autonomy. "Rugged individualism" appears to be the preferred approach among the universities in Michigan higher education.

> *"Graduate work is obviously important for the contribution it makes to specific fields, but in order to make a general improvement in the level of civic life and civic debate, we must make the undergraduate experience more broad to the extent of teaching everyone in certain areas."*
>
> *....A Member of the House of Representatives*

The Thematic-Comparison Analysis

Research Question 2: What significant differences and directional tendencies occur among the four major respondent groups when the 21 initiatives are classified according to six major themes extrapolated from recent state and national studies of higher education published in the 1980s?

As we examined the various state and national reports and extrapolated our 21 initiatives for this study, we became aware of various themes among the recommendations. Earlier we discovered that the task of categorizing items in a manner satisfying to a group of reviewers is not accomplished easily. Our Distinguished Review Panel made us painfully aware that efforts to establish classification categories are likely to suffer from difficult "overlap" problems. We abandoned the idea of thematic analysis for a while, but the desire not to get lost in the minutia of 21 initiatives revived our efforts to identify cogent and relevant themes. Increased specificity in delineating the initiatives when compared to our initial list of challenges also reinforced our desire to identify separate themes. We eventually settled on the following themes:

1. **The Quality Theme: Ensuring excellence in the undergraduate education programs.**

2. **The Preparation Theme: Strengthening student preparation for and transition into a successful college experience.**

3. **The Opportunity Theme: Intensifying commitment and response to equal opportunity for all who would seek the benefits of college preparation.**

4. **The Financing Theme: Developing an adequate financial base and support system for Michigan higher education.**

5. The Development Theme: Cooperating with business, industry, government agencies, and professional and community groups in human and economic development.

6. The Planning Theme: Expanding cooperative planning processes among higher education, government, industry, and professional and community groups for development of Michigan's human and economic resources.

Table V presents our a priori clustering of initiatives. While we would have preferred to use a factor analysis or even a cluster analysis of the data, our resources would not permit that. The data are reported in thematic clusters based on this writer's "sense of the data." We report group means for each major group, as well as the comparative rankings of each group of initiatives. The group means were compared by the analysis of variance technique, with a .001 probability set as the level for testing significant differences among the means. The .001 level indicates that a difference in mean ratings of that magnitude would have occurred with one chance in a thousand.

In our comparison of the central tendencies within clusters, we report both cluster means and cluster medians. The latter were employed to offset potential distortions within a cluster of three or four initiatives when a particular initiative appeared to create an exaggerated deviation in the cluster mean. We opted to report both the cluster medians and cluster means. Finally, we identified the rank order of each of the clusters themselves. Table V presents a cluster summation of the six themes by cluster means, medians, and ranks.

As we examine the six major themes, it is apparent that some are in much greater favor than others. While there are significant differences among most of the major groups in each of our thematic clusters, the differences are neither as pervasive nor as dramatic as one might expect from the informal discussions of government officials and higher education officials.

In addition to the comparison of clusters, we have also highlighted those initiatives that evoked significant differences within cluster themes.

Table V. A Comparison of Six Thematic Clusters of Initiatives Among the Four Major Groups

INITIATIVE CLUSTERS BY *A PRIORI* THEMES	MAJOR GROUPS								
	UNIVERSITY RESPONDENTS N=48		COMM. COLLEGE RESPONDENTS N=25		LEGISLATIVE RESPONDENTS N=27		STATE DEPARTMENT RESPONDENTS N=11		STATISTICAL PROBABILITY
A. THE QUALITY THEME	MEAN RATING	RANK	MEAN RATING	RANK	MEAN RATING	RANK	MEAN RATING	RANK	
(16) Faculty Excellence	2.08 (VH)*	1	3.00 (H)	2	3.56 (I)	7	3.45 (H)	7	.000*
(6) Undergraduate Instruction	2.80 (H)	3	3.17 (H)	4	3.37 (H)	4	3.18 (H)	2.5	.425
(2) General Education	3.24 (H)	4	3.04 (H)	3	3.33 (H)	3	3.64 (I)	10	.526
(3) Educational Outcomes	4.52 (L)	14	3.60 (I)	8	4.30 (I)	14	4.91 (L)	18	.007
(20) Student Life	4.60 (L)	15.5	5.31 (L)	21	5.51 (VL)	21	5.27 (L)	21	.046
Cluster Means	3.44 (I)		3.62 (I)		4.02 (I)		4.10 (I)		
Cluster Medians	3.24 (H)		3.17 (H)		3.56 (H)		3.63 (H)		
Cluster Ranks		2		1		3		5	
B. THE PREPARATORY THEME									
(1) College Preparation	4.04 (I)	9.5	3.71 (I)	9	3.22 (H)	1.5	3.18 (H)	2.5	.051
(4) Teacher Education	4.00 (I)	8	3.83 (I)	10	3.63 (I)	8.5	3.45 (H)	7	.528
(15) Career Planning	4.72 (L)	18	4.14 (I)	12	3.92 (I)	11.5	4.09 (I)	13.5	.068
Cluster Means	4.25 (I)		3.89 (I)		3.60 (I)		3.58 (I)		
Cluster Medians	4.04 (I)		3.83 (H)		3.66 (I)		3.45 (H)		
Cluster Ranks		3		4		1		2	
C. THE OPPORTUNITY THEME									
(12) College Accessibility	3.32 (H)	5	3.90 (I)	11	3.63 (I)	8.5	3.45 (H)	7	.259
(14) Student Retention	4.20 (I)	12	3.29 (H)	5	4.63 (L)	19	3.36 (H)	4.5	.000*
(21) Developmental Skills	4.68 (L)	17	3.54 (I)	7	4.18 (I)	13	4.00 (I)	11.5	.001*
(13) Affirmative Action	3.80 (I)	7	4.65 (L)	16	4.89 (L)	20	4.28 (L)	16.5	.013
Cluster Means	4.37 (I)		3.84 (I)		4.33 (I)		3.90 (I)		
Cluster Medians	4.44 (I)		3.77 (I)		4.40 (I)		3.72 (I)		
Cluster Ranks		4		3		6		3	

RATING SCALE FOR MEAN SCORES

1.1 - 1.5 TOP RATING (T)
1.6 - 2.5 VERY HIGH (VH)
2.6 - 3.5 HIGH (H)
3.6 - 4.5 INTERMEDIATE
4.6 - 5.5 LOW (L)
5.6 - 6.5 VERY LOW (VL)
6.6 - 7.0 BOTTOM (B)

Table V (continued)

INITIATIVE CLUSTERS BY A PRIORI THEMES	MAJOR GROUPS								
	UNIVERSITY RESPONDENTS N=48		COMM. COLLEGE RESPONDENTS N=25		LEGISLATIVE RESPONDENTS N=27		STATE DEPARTMENT RESPONDENTS N=11		STATISTICAL PROBABILITY
D. THE FINANCING THEME	MEAN RATING	RANK	MEAN RATING	RANK	MEAN RATING	RANK	MEAN RATING	RANK	
(8) Financial Stabilization	2.20 (VH)	2	2.42 (VH)	1	3.44 (H)*	5	2.64 (VH)	1	.002
(5) Financial Assistance	4.04 (I)	10	4.19 (I)	13	3.22 (H)*	1.5	3.45 (H)	6.5	.000*
(9) Competitive Salaries	3.40 (H)*	6	4.60 (L)	15	4.56 (I)	17.5	4.00 (I)	11.5	.000*
Cluster Mean	3.21 (H)		3.73 (I)		3.74 (I)		3.36 (H)		
Cluster Median	3.40 (H)		4.19 (I)		3.44 (H)		3.45 (H)		
Cluster Rank		1		2		2		1	
E. THE DEVELOPMENT THEME									
(19) Technology Development	4.04 (I)	10	4.92 (L)*	18	3.92 (I)	11.5	4.09 (I)	13.5	.000*
(10) Job Training	5.28 (VL)*	21	3.31 (H)	6	3.52 (I)	6	3.36 (H)	4.5	.000*
(17) Public Service	4.60 (L)	15.5	5.00 (L)	19	4.56 (L)	17.5	4.64 (L)	15	.299
Cluster Mean	4.64 (I)		4.41 (I)		4.00 (I)		4.03 (I)		
Cluster Median	4.25 (I)		3.90 (I)		3.60 (I)		3.58 (I)		
Cluster Rank		5		5		4		4	
F. THE PLANNING THEME									
(11) Collaborative Planning	5.16 (L)	20	4.88 (L)	17	4.33 (I)	15	5.09 (L)	19.5	.259
(18) Statewide Networking	4.96 (L)	19	5.15 (L)	20	3.85 (I)	10	5.09 (L)	19.5	.000*
(7) Role/Mission Clarification	4.32 (I)	13	4.35 (I)	14	4.41 (I)	16	4.82 (L)	16.5	.848
Cluster Mean	4.81 (L)		4.79 (L)		4.20 (I)		4.92 (L)		
Cluster Median	4.96 (L)		4.87 (L)		4.33 (I)		3.58 (I)		
Cluster Rank		5		6		5		6	

RATING SCALE FOR MEAN SCORES

1.1 - 1.5 TOP RATING (T)
1.6 - 2.5 VERY HIGH (VH)
2.6 - 3.5 HIGH (H)
3.6 - 4.5 INTERMEDIATE
4.6 - 5.5 LOW (L)
5.6 - 6.5 VERY LOW (VL)
6.6 - 7.0 BOTTOM (B)

The Quality Cluster

Of the five initiatives within the Quality cluster, only Faculty Excellence was viewed differently at a significant level. The university respondents gave this function their highest rating (2.08 [VH]). While community college respondents college respondents rated it their second highest (3.00 [H]), it was significantly lower than among university respondents. The difference between government and university respondents regarding Faculty Excellence was even greater. Clearly, the higher education respondents see this function as being quite crucial to the achievement and maintenance of quality education.

> *"Students must be challenged in their thinking. [They] need a vision of excitement within a career that a faculty member can help them discover."*
>
> *....A Community College President*

> *"Without an excellent faculty there can be no quality in the undergraduate or graduate programs ...excellent faculty assure quality in teaching, research and service. In doing so they assure the state's competitiveness."*
>
> *....A University President*

The great emphasis given to this initiative by university respondents may be intensified in part by the highly competitive recruiting market for attracting and holding onto faculty members with strong national and international recognition in research within their professional fields. Pressure to attract and retain such "stars" is most often experienced in the graduate and upper divisions of the universities. Community colleges demonstrate concern for excellence of faculty as well, but it is likely that they have been able to find qualified teachers for their junior-division courses with less difficulty.

More difficult to interpret are the lower ratings for Faculty Excellence among the government respondents. Perhaps some of them may assume that the positive reputation of faculty in Michigan higher education is a "given," based on its past achievements. At any rate, it seems that the urgency that university respondents may be experiencing on this issue is not fully shared by our legislative respondents. Perhaps there are also some pragmatic concerns among the latter respondents, which are viewed as more critical at this time. It should be noted, however, that Faculty Excellence is still among the "top third" of the 21 initiatives for our legislative respondents.

Within the Quality cluster, it should also be noted that the nonsupport (and even rejection) of the Student Life initiative distorts the overall emphasis on quality within each of the groups. (For this reason we have included both the median and mean ratings for the clusters). While our Project Team thinks that quality of student life on Michigan campuses can be a significant contributor to quality education (our bias), we can see that our respondents may think otherwise. We also recognize that institutions serving largely commuter populations tend not to feel the urgency of concern for student life, particularly those students with work and family responsibilities in addition to their classes.

When we examine the cluster medians we see which offsets the low rating of Student Life; it is seen that the Quality cluster ranks number one (among the six clusters) for the university and community college groups.

The Quality cluster ranks second among six clusters for the legislative respondents and third for the state department respondents.

The Preparatory Cluster

There were no significant differences among initiatives in the Preparatory cluster. It was interesting that this cluster was first among the six clusters for our legislative respondents and second for State Department respondents. This seems to suggest a particular concern for the successful transition of high school students to college among government officials. This emphasis on college preparation reflects the identity that House members have with the college-bound students of their districts. Successful transition into a college program is a major concern of their constituencies.

The Opportunity Cluster

The Opportunity cluster produced two initiatives with significantly different ratings. Both Student Retention and Development Skills, which have received considerable emphasis in community college circles, were rated high by State Department and community college respondents but received only intermediate-level support from university and legislative respondents. It is likely that neither of the latter groups recognizes how critical those two initiatives can be in operationalizing the egalitarian commitment of community colleges. The postsecondary respondents of the State Department, through their close affiliation with community colleges, seem to recognize the importance of retention efforts but show less support for Developmental Skills. With leadership from the University of Texas Community College Leadership Programs, there are some promising breakthroughs nationally in developmental education, but to realize those gains requires considerable dedication and sensitivity to learning problems among those who teach developmental courses. By contrast, it is difficult for universities to gain support for developmental programs, given their history of "measuring" (at least in part) the quality of their institutions by the stringency of their cutoff scores on entrance examinations and by the rigor of their academic requirements. Also, developmental programs are frequently seen as the responsibility of community colleges. In such a context it is difficult to build any sustained responsiveness to developmental education among faculty and staff.

The Financing Cluster

There were important differences among the four major groups on the relative importance of the three initiatives included in the Financing cluster. While Financial Stability is the number one priority of the respondents from our higher education and State Department groups, the legislative respondents give it high priority (3.44), yet not as high as Financial Assistance (3.22). It suggests that legislators are likely to consider the "financial assistance" contribution as a major pathway to stabilization. What seems to be needed is a jointly crafted data-based presentation from government and higher education groups that delineates the extent to which their "financial assistance assumption" is valid. As long as government officials see the Financial Assistance initiative as "doing the job," they are likely to be somewhat complacent about the need for other services. On the other hand, Competitive Salaries is not among the top priorities of any group except the university respondents, who give it a high rating. Community colleges, through pressures from faculty and staff unions, have developed competitive salary scales in most cases. What they may be saying is that we are more in need to stabilized financing and "fewer erroneous and outdated assumptions that we can pass millages in our districts to achieve that stability."

The Development Cluster

The Development cluster contains two initiatives that revealed significant differences between university and community college participants. In our initial instructions to the card-sorting process, we invited our participants to rate their initiative cards according to the view of "what was best for Michigan higher education" (as opposed to their own individual institutions). It was apparent that during the process of sorting cards, the reference point for ratings was (or became) primarily fixed on the needs of their own individual institutions or institutional categories. This tendency was particularly apparent in this cluster, where Technology Development was rated at the intermediate level by university respondents, while Job Training fell in the very low category for these respondents. By contrast, community college respondents gave Technology Development a low rating and Job Training a high rating. In this discussion of this phenomenon with university respondents during our field test of the assessment process, there were some indications that some university officials still may have difficulty not only accepting Job Training as a function of higher education, but also "remembering" that community colleges are now a part of higher education.

Government respondents in general demonstrated more enthusiasm for Job Training than for Technology Development. Both of these initiatives would likely be rated much higher by the business/industrial community. It seems to us that a high-level conference of higher education leaders, state officials, and industrial/business leaders might define the range of needs in technology development and foster a greater awareness of the contributions that all segments of higher education can make to technological development of Michigan.

"The shift from the industrial to service economy will necessitate retraining of many workers who lack basic skills."

....A Community College CAO

"This country is in a world wide competitive struggle with employee skills being key to success. All of education must address the issue of assuring a match between emerging job demands and skills provided through formal training."

....A Community College President

The Planning Cluster

We were not surprised but a bit dismayed by the low ratings received by three initiatives that are related to the planning process because of our "planning bias." It seems likely that the intense drive to protect institutional autonomy has had a "spill-over effect" statewide or even interinstitutionally on planning processes. Neither Collaborative Planning nor Statewide Networking, which involve planning among institutions and with state agencies, received any strong support. The very limited support among higher education respondents also may reflect doubts that such efforts will work effectively, based on past experiences. Even the Owens Huffman Investment Needs Model (Murphy & Bossard, 1979), which may be the most intensive and comprehensive collaboration to date, was not reinstituted following its "recessionary recess." Letters included in the report from key leaders were congratulatory in nature regarding the effort, but some of them reflected uneasiness about the potential loss of autonomy that would evolve from decisions based on shared data and "technocratic" decision processes. Again, limited trust seems to have been a major factor in its demise. It should be noted that the networking concept was sponsored by House members but has received limited attention.

Following a summer conference with fiscal analysts who have served extensively both the Michigan legislature and the executive branch, it was apparent that they see public colleges and universities of Michigan as seeking to protect their interests from "outside" interference by engaging in a form of competitive entrepreneurship in recruiting students and obtaining sufficient funding. Such competition may succeed in the short run, but in the long run, given the problem of economic cycles, some institutions may literally be risking their very survival. Perhaps a survival of the fittest "policy" is the wave of the future in Michigan. If so, it certainly will exacerbate the politization of higher education as individual institutions devise survivalist strategies to strengthen their political positions with government officials and local constituents. By the same token, it is possible that an entrepreneurial approach could work if tempered by some territorial agreements and operational guidelines. However, without adequate policy and operational guidelines, such an approach may benefit neither the institution nor the state.

The Intergroup Consensus Levels

> Research Question 3: **What levels of agreement (based on rank order correlations) exist among nine subgroups when compared on the basis of their priority rankings?**

To explore the intergroup consensus levels among our participating groups, we computed rank-order correlations for the mean ratings of the nine subgroups. The matrix of intergroup correlations is displayed in Table VI, with breakdowns of the data according to the intragroup consensus levels versus intergroup consensus levels. Figure 3 is a diagrammatic representation of those relationships. The lengths of the solid connecting lines are in direct proportion to the rank-order correlations. The broken lines represent weak and very weak relationships in the ratings of the connected subgroups. It was not feasible for both solid and broken lines to be presented proportionately on the same chart; consequently, our solid lines are more closely

Table VI. A Comparison of Levels of Agreement on Priorities Among Respondents from Nine Subgroups

LEVELS OF AGREEMENT

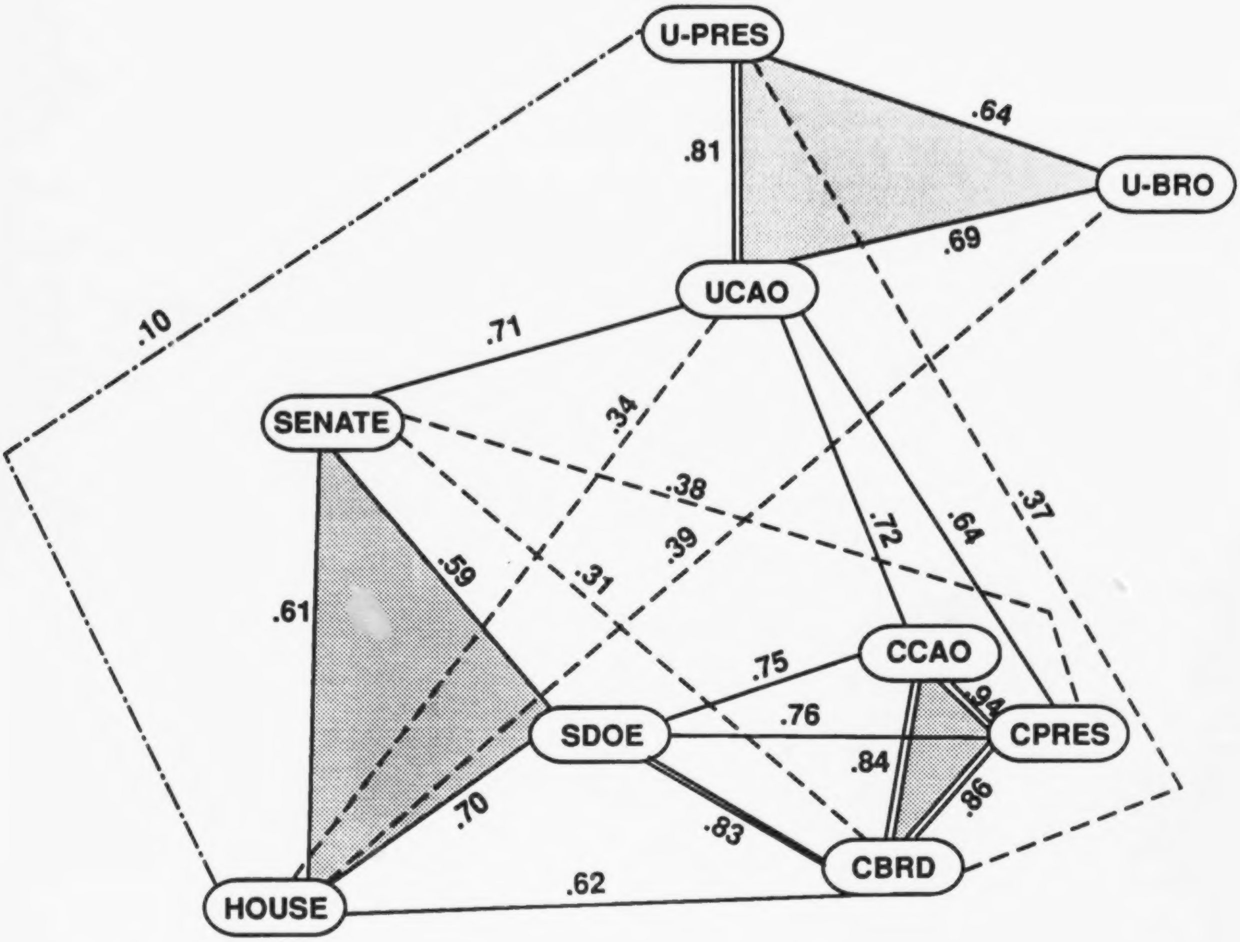
SUBGROUPS	STRONG 1.00 — .80		MARKED .79 — .60		MODERATE .59 — .40		WEAK .39 — .20		VERY WEAK .19 — .00		MEAN COEFFICIENT
	Within Clusters	Between Clusters	Within Clusters	Between Clusters	Within Clusters	Between Clusters	Within Clusters	Between Clusters	Within Clusters	Between Clusters	
Community College Cluster											
18 Presidents (C-Pres)	.94 C-CAO .86 C-Brd			.76 SDOE .64 U-CAO		.53 HOUSE .52 U-Brd .44 U-Pres		.38 SENATE			.63
20 Chief Academic Officers (C-CAO)	.94 C-Pres .84 C-Brd			.75 SDOE .72 U-CAO		.59 HOUSE .52 U-Brd .50 SENATE .44 U-PRES					.66
10 Board Chairs (C-Brd)	.86 C-Pres .84 C-CAO	.83 SDOE		.62 HOUSE		.55 U-Brd .54 U-CAO		.37 U-Pres .31 SENATE			.62
University Cluster											
14 Presidents (U-Pres)	.81 U-CAO		.64 U-Brd			.51 SENATE .55 SDOE .44 C-CAO .44 C-Pres		.37 C-Brd		.10 HOUSE	.48
7 Chief Acad. Officers (U-CAO)	.81 U-Pres		.69 U-Brd	.72 C-CAO .71 SENATE .64 C-Pres		.54 C-Brd .58 SDOE		.34 HOUSE			.63
4 Board Chairs (U-Brd)			.69 U CAO .64 U-Pres			.57 SENATE .55 C-Brd .52 C-Pres .52 C-CAO .50 SDOE		.39 HOUSE			.47
Legislative Cluster											
21 House Members (House)			.61 SENATE	.70 SDOE .62 C-Brd		.59 C-CAO .53 C-Pres		.39 U-Brd .34 U-CAO		.10 U-Pres	.41
6 Senate Members (Senate)			.61 HOUSE	.71 U-CAO		.59 SDOE .57 U-Pres .57 U-Brd .50 C-CAO		.38 C-Pres .31 C-Brd			.53
State Department of Education Cluster											
11 Post-Secondary Staff (SDOE)		.83 C-Brd		.76 C-Pres .75 C-CAO .70 HOUSE		.59 SENATE .58 U-CAO .55 U-Pres .50 U-Brd					.66

THE GOVERNMENT POPULATION

THE HIGHER EDUCATION POPULATION

MEAN=.56 MEDIAN=.62

Figure 3. A Diagrammatic Representation of the Levels of Agreement for Priorities Among Respondents from Nine Subgroups


U-PRES
U-BRO
UCAO
SENATE
CCAO
SDOE
CPRES
CBRD
HOUSE
.10
.81
.64
.69
.71
.34
.38
.37
.72
.64
.39
.31
.59
.61
.75
.76
.94
.84
.86
.70
.83
.62

LEGEND

═══ 1.00 - .80 Very Strong
─── .79 - .60 Strong
– – – .39 - .20 Weak
–·–·– .19 - .00 Very Weak

The lengths of lines are only approximate representations of the levels of agreement on higher education priorities.

proportionate than the broken ones. In the diagram, the stronger the correlation coefficient, the greater the level of agreement on rankings and, therefore, the shorter the length of the line connecting the two groups. In depicting the intra relationships of the government cluster, which encompasses the House, Senate, and State Department of Education respondents, we did include a correlation between the Senate and State Department of Education (.59), which was slightly below our criterion of .60 for denoting a "marked" relationship. We found that inclusion of all of the moderate relationships (.59-.40) to the diagram would have added 15 connecting lines and created more confusion that elucidation. The moderate relationships are included in Table VI along with the remainder of the categories.

To obtain some sense of how each of the nine subgroups in our study correlated with all of the remaining groups, we included a mean correlation coefficient for each subgroup in Table VI. We found that the average of the eight correlation coefficients for each group ranged from a level of .66 (for both the State Department of Education respondents and the chief academic officers of community colleges) to a level of .41 for our respondents from the House of Representatives. Our overall impression is that the level of agreement among all groups is sufficiently strong (with a few individual exceptions) to indicate that general agreement among groups exists in the rankings of the 21 initiatives. It was noted, for example, that two-thirds of the correlation coefficients fell within the very strong, strong, or moderate levels of agreement. (NOTE: One must be extremely cautious, however, in interpreting any of the correlations of the university board chairs, which included only four participants, as well as the senatorial group, which included only six senators.)

As we look at Figure 3, we note immediately the high level of agreement among the community college respondents. It may be that their twentieth-century immigration into the "land of higher education," along with a strong egalitarian commitment since the 1960s to opening the doors of higher education, has provided a unified sense of mission and thus increased their agreement on community college priorities. Also, Michigan community colleges have solidified their unification by involving board chairs and presidents in a bi-monthly meeting to discuss "matters of state." On the national scene, the commitment to the "community college mission" is strongly reinforced by the American Association of

Community and Junior Colleges. We should recognize that universities by their very nature do not seek a strong sense of community among their peer institutions, nor are we advocating that they should. It is their diversity that is cited as the hallmark of strength. We are merely acknowledging that community colleges prize and perhaps require a strong sense of shared purpose to achieve their egalitarian commitment. We believe that the stronger levels of agreement on priorities among community colleges in Michigan than among universities serves as a partial validation of our priority assessment. The lower levels of agreement among the House, Senate, and State Department respondents reflects an even weaker level of agreement about priorities, which is our sense of the "way it really is" and would anticipate it to be since they are by intention more diverse in their perspectives.

In addition to depicting the levels of agreement among our respondent groups Figure 3 also identifies potential "bridges" of agreement among our groups. Certainly the Postsecondary Unit of the State Department serves as a bridge for community colleges with our House and Senate participants. The "bridging" of the CAOs is also apparent in Figure 3, with a correlation of .72 between university CAOs and community college CAOs. Both CAO groups serve as "linking groups" to the Senate (for the universities) and the State Department of Education (for the community colleges). Community college board chair respondents also reveal a marked agreement with House respondents.

Areas of weak agreement on priorities between House respondents and university respondents, along with weak agreement between Senate respondents and community college presidents as well as board chairs, are evident. We suspect that the egalitarian commitment may account for the lower levels of House versus university agreement and Senate versus community college agreement. Another study would be needed to confirm that hypothesis.

We were interested in the very weak level of agreement between our House respondents and our university presidents. To explore this finding, we turned to the tables of cross-tabulations, which contain percentages for the nine subgroups in Part IV of this report. We focused on the combined "high," "very high," and "highest" ratings for these two groups.

Table VII identifies the range of differences in percentages among the priorities in the high range or above as a way of identifying the nature of their major priority differences. From a descriptive rather than a statistical perspective, we find "important" differences in levels of support. We arbitrarily decided that differences of 33% or more in high ratings deserved to be examined. There were nine such initiatives which revealed a range of difference at 33% or higher between the respondents from the two groups. Those "important" differences ranged from 71% to 33% in high ratings (or above). As one examines these differences, it suggests that differing values or differing assumptions (or both) are operating and would deserve some consideration. Clearly, these two groups of respondents are quite some distance apart on the views of what is important in higher education. Some mediation efforts might be in order if further checking confirms these differences.

We think this comparison raises some interesting questions.

1. Do House members in their strong preference for Financial Assistance reflect more directly than presidents the concerns of their constituents who manifest fears of the consequences of not being able to seek a college education for themselves or their offspring? (Financial Assistance Difference)

2. What do House members rank Competitive Salaries so low, and what are the long-term ramifications if the views are not reversed?

3. Are House members assuming the universities have already achieved sufficient quality and, therefore, greater expenditures for Undergraduate Instruction and Faculty Excellence are not needed?

4. Are there aspects of the need for Job Training in Michigan that have not been communicated to university presidents? Are they opposed to such a policy for philosophical reasons? Are they rejecting the egalitarian commitment of community colleges, or do they find the term Job Training to be antithetical to "education"?

These are but a few of the policy and communication questions that are raised by the response patterns but cannot be answered adequately by the data. It is likely that any discussion of

Table VII. A Comparison of Cumulative Percentages of High (or Above) Rankings for University Presidents Versus House Member Respondents

Initiatives	University Presidents N=14	House Respondents N=21	Percentage of Difference
#16 Faculty Excellence	100%	29%	71%
#9 Competitive Salaries	71%	0%	71%
#2 Undergraduate Instruction	86%	33%	53%
#10 Job Training	7%	57%	50%
#5 Financial Assistance	26%	62%	46%
#8 Financial Stabilization	86%	43%	43%
#4 Teacher Education	0%	43%	43%
#21 Developmental Skills	7%	43%	36%
#15 Career Planning	0%	33%	33%
#1 College Preparation	21%	52%	31%
#18 Statewide Networking	0%	24%	24%
#20 Student Life	29%	10%	19%
#13 Affirmative Action	29%	10%	19%
#11 Collaborative Planning	0%	19%	19%
#2 General Education	36%	52%	16%
#19 Technological Development	43%	28%	15%
#12 College Accessibility	57%	48%	9%
#3 Educational Outcomes	14%	19%	5%
#5 Student Retention	29%	29%	0%
#7 Role/Mission Clarification	29%	29%	0%
#17 Public Service	29%	29%	0%

differences will be more productive when representatives of these two groups (and other groups, as well) have a chance to exchange ideas in nonpublic situations, with well-prepared briefing papers as background material for their discussion, along with experienced moderators to manage the discussion.

The Higher Education Commitments Perspective

Research Question 4: What patterns of support for the various initiatives are manifested by four major subgroups when the initiatives are classified according to three major commitments in the evolution of American higher education?

Three major commitments of American higher education provide a contextual base for examining the 21 initiatives. These commitments have been a part of the evolutionary process of American higher education.

The Nature of the General Education Commitment

The general education commitment has a long and distinguished history in this country and in Western cultures. Virtually all institutions, both public and private, espouse this traditional view as being at the core of the higher education enterprise. Throughout its history, however, there has been continuing controversy regarding its preferred forms, ranging from classical education with its prescribed sources of knowledge on the "right" to the life-centered forms on the "left," which have sought to adapt knowledge to the needs of learners faced with a rapidly changing world. Many scholars would characterize that controversy as creating a healthy and dynamic tension in the "academy." The centrists of today are calling for a rededication to education that would provide a knowledge base in which students would be grounded adequately before specialization.

> *"General Education is a fundamental requisite in developing the qualities of critical thought, scholarly inquiry, and intellectual process skills."*
>
> *...A University CAO*

The Industrial Revolution launched the need for greater use and application of knowledge, giving rise to the question of how higher education might address more specifically the needs of an industrial society. The success of German universities in the late 1800s and early 1900s impressed industrialists mightily and strongly influenced development of our universities.

The Nature of the Utilitarian Commitment

Thus, a strong utilitarian commitment for higher education emerged and becomes even more critical as we move into the "Information Age." Historically, any movement toward applied or adaptive education has been viewed with some disdain by traditionalists. Yet applied education has been defended by such eminent scholars as the scientist-philosopher Alfred North Whitehead, as reflected in his pithy treatment of "The Aims of Education":

> The antithesis between a technical education and a liberal education is fallacious. There can be no adequate technical education which is not liberal and no liberal education which is not technical: that is, no education which does not impart both techniques and intellectual vision. In simpler language, education should turn out the pupil with something he knows well, and something he can do well.

The Nature of the Egalitarian Commitment

In addition to the general education and utilitarian commitments, a third commitment in this century emerged and received a great boost in the years following World War II. It has centered on the opportunity issue of "who shall be included in higher education?" In a society that espouses equal opportunity and gives its greatest rewards to the beneficiaries of higher education, it is not surprising that an egalitarian commitment for higher education would emerge. With the legacy of land-grant universities and the advent of community colleges; adult and continuing education programs both in universities and community colleges; and the need for higher education for all citizens regardless of race, ethnicity, gender, physical restrictions, age, or socioeconomic level, the need for an egalitarian commitment has become an operational reality.

While public college and university programs will vary in the degree of emphasis they place on these three commitments, they typically encompass all three in their programming. At this time, it is clear that all three commitments are "alive," if not flourishing. The resurgent concern for general education is evident in most of the recent state and national reports. This resurgence is strongly linked to the competitive drive for excellence and to an anxiety about the potential effect of overemphasis on technological specialization.

In our development of Project 90, we did not focus our attention on these commitments while selecting the initiatives. Instead we were concerned that the initiatives represent the most basic recommendations set forth in the state and national reports. Because the reports were expressions of current societal concerns, it is not surprising that they reflect all three commitments. Thus, we have examined our data through these commitment "lenses." Table VIII is designed to highlight the three perspectives while also illustrating how those perspectives interact with the initiatives that are mission oriented as opposed to those more strategically oriented. Among the strategic group we found it necessary to subdivide the strategies into three categories: "educational" versus "resource" versus "operational" strategies.

As we examined the range and distribution of our 21 initiatives among the three commitments, we discovered that six of the initiatives were expressions of the current mission of higher education in American society. Eight of the initiatives represented educational strategies for implementing the mission-based goals: four depicted strategies oriented toward procurement of resources and three represented operational strategies for working with other institutions and governing agencies.

The pattern of priorities suggests that general education is certainly at the core of societal concern. We cannot have quality general education without quality instruction nor an effective teaching-learning environment in undergraduate education. The latter depends on the capacity to attract and hold quality faculty. Nor can the goals of general education be accomplished if incoming students lack the cognitive capacity to reason conceptually or abstractly.

In the arena of higher education, which emphasizes the utilitarian perspective/commitment, we do not find a high level of priority for Technology Development, Public Service, or Career Planning. Again, we must remind readers that lower priority levels may reflect a belief that things are "okay" or adequately implemented in those areas. It does appear that the recent ventures into Job Training in community colleges enjoy strong support from the

Table VIII. Classification of Mission-Based Initiatives and Strategies Within the Context of Three Interrelated Commitments of Higher Education

HIGHER EDUCATION COMMITMENTS	MISSION RELATED INITIATIVES	STRATEGIC INITIATIVES		
		EDUCATIONAL STRATEGIES	SUPPORT SYSTEM ACQUISITIONS	OPERATIONAL STRATEGIES
I. THE GENERAL EDUCATION COMMITMENT				
HIGHER EDUCATION MUST PROVIDE A BASIC FOUNDATION ENABLING ITS STUDENTS TO • Appreciate our cultural heritage and values • Develop critical deducing/reasoning capacities • Abstract meaningful principles from complex theories • Comprehend inter-relatedness of the disciplines • Function effectively in cross-cultural situations • Prize learning for its own sake	#2 GENERAL EDUCATION SU 4 CC 3 LEG 3 SDOE 10	#1 COLLEGE PREPARATION SU 10 CC 9 LEG 1.5 SDOE 2.5		
	#6 UNDERGRADUATE INSTRUCTION SU 3 CC 4 LEG 4 SDOE 2.5	#2 TEACHER EDUCATION SU 8 CC 10 LEG 8.5 SDOE 7	#8 FINANCIAL STABILIZATION SU 2 CC 1 LEG 5 SDOE 1	
		#2 EDUCATIONAL OUTCOMES SU 14 CC 8 LEG 14 SDOE 18		
		#20 STUDENT LIFE SU 15.5 CC 21 LEG 21 SDOE 21	#16 FACLUTY EXCELLENCE SU 1 CC 2 LEG 7 SDOE 7	
II. THE UTILITARIAN COMMITMENT				
HIGHER EDUCATION MUST GENERATE AND ADAPT BOTH ESTABLISHED AND EMERGENT KNOWLEDGE TO THE CHANGING NEEDS OF THE PROFESSIONS AND SOCIETY, THUS ENABLING STUDENTS TO	#19 TECHNOLOGICAL DEVELOPMENT SU 10 CC 18 LEG 11.5 SDOE 13.5	#15 CAREER PLANNING SU 18 CC 12 LEG 11.5 SDOE 13.5		#ROLE/MISSION CLARIFICATION SU 12 CC 14 LEG 16 SDOE 16.5
• Become competent and ethical professionals • Make effective use of emerging technologies • Abstract meaningful principles from complex theories • Strengthen competitiveness of society	#17 PUBLIC SERVICE SU 15.5 CC 19 LEG 17.5 SDOE 15	#10 JOB TRAINING SU 21 CC 6 LEG 8 SDOE 4.5	#9 COMPETITIVE SALARIES SU 6 CC 15 LEG 17.5 SDOE 11.5	#11 COLLABORATIVE PLANNING SU 20 CC 17 LEG 15 SDOE 19.5
III. THE EGALITARIAN COMMITMENT				
HIGHER EDUCATION MUST ENABLE ALL MEMBERS OF SOCIETY TO BE BENEFICIARIES OF HIGHER EDUCATION THROUGH THE EXTENSION OF LEARNING OPPORTUNITIES FOR ACQUIRING THE KNOWLEDGE, SKILLS AND VALUES THAT WILL ENABLE THEM TO	#12 COLLEGE ACCESSIBILITY SU 5 CC 11 LEG 8.5 SDOE 7	#21 DEVELOPMENTAL SKILLS SU 17 CC 7 LEG 13 SDOE 11.5	#5 FINANCIAL ASSISTANCE SU 10 CC 13 LEG 1.5 SDOE 9	#18 STATEWIDE NETWORKING SU 19 CC 20 LEG 10 SDOE 19.5
• Make a living • Enjoy and contribute to the cultural life of their communities • Advance occupationally according to their mental capacities and motivational levels		#5 STUDENT RETENTION SU 11 CC 5 LEG 19 SDOE 4	#13 AFFIRMATIVE ACTION SU 7 CC 16 LEG 20 SDOE 16.5	

SU—STATE UNIVERSITY RESPONDENTS	LEG—LEGISLATORS
CC—COMMUNITY COLLEGE RESPONDENTS	SDOE—POST SECONDARY UNIT

government respondents but, as mentioned earlier, a rejection from university officials, who characteristically reject the concept of "training" as a part of higher education.

"The revolving door is worse than the closed door. If we raise expectations, we must be prepared to provide appropriate support."

....A Community College President

It would appear that the egalitarian commitment is strongly expressed by all groups. The placing of College Accessibility at the eleventh rank is likely to be a reflection of a belief (erroneous or not) that "we have our accessibility policy well implemented," rather than an expression of its ultimate importance. The fact that community colleges get such direct feedback from their respective constituents when their doors are not open wide makes this conjecture quite possible. Representatives of constituency groups faced with a continuing struggle to keep the college doors open appear to be mobilizing to counter complacency.

The Affirmative Action initiative, as defined in our instrument, was focused on the staffing of institutions. It seems likely that community college respondents, without the pressures to find Ph.D.'s or high-tech researchers, and with some success in hiring minority staff, may think that this is no longer a major issue for them. The government respondents may also reflect the community college view. University respondents, however, place Affirmative Action in the upper one-third of their institutional priorities because of their difficulties in finding much-sought-after Affirmative Action candidates. Having opened their doors, community colleges now seem to be focused on fulfilling the promise of their egalitarian commitment, which is reflected in their significantly higher rating of Developmental Skills and Student Retention initiatives. It seems that the egalitarian commitment is moving well beyond the meritocratic jingle sung by resistant faculty bolstered by the Sputnik shockwave in the late 1950s:

> "You let them in; we'll flunk them out,
> And then they'll know what life's about.
> Three cheers for meritocracy."

"Money and human resources both in very sizeable amounts and numbers are lost because so many young people try colleges and then drop out for inconsequential reasons. For a small investment, the human resources can be saved. It is almost criminal not to give this problem more emphasis."

.... A University President

It should be noted that, at that time in the late 1950s, the jingle applied primarily to first-generation Caucasians from "blue-collar" backgrounds rather than to ethnic minorities, students with physical disabilities, and other nontraditional students who were yet to discover the open doors.

Finally, the concept of egalitarianism in higher education is expressed by the strong support given to the _Financial Assistance_ initiative among our government respondents. The political implications of the marked differences in priority between university respondents and government respondents on this point have been discussed elsewhere in this report, but in the context of egalitarianism it should be noted that the strong emphasis given by government officials to _Financial Assistance_ for students may be seen by them as a policy for demonstrating their commitment to the egalitarian commitment.

PART IV

IDEALS AND PRIORITIES: SOME REFLECTIONS ON THE PROJECT 90 DATA

[Prepared by Marvin Grandstaff, Professor of Education, Michigan State University]

In what follows, I am adopting the assumption that the data from the Project 90 Survey reflect not just a rather specific and time-bound "picture" of the participants' notions of "what needs to be done" in Michigan higher education, but also their conceptions of the major purposes and right character of higher education. Put another way, my assumption holds that "standing behind" the assessment of priorities are "ideals" of higher education that are general and timeless--frames of reference that are part of the basic conceptual equipment of the participants, forged over years of involvement in higher education. To characterize those ideals--to bring them into the foreground--is to add an important element to the ongoing dialogue and to lend to that dialogue clarity and richness that it might not otherwise have.

In searching for ideals, a reasonable hypothesis might have been that representatives of different sectors will hold quite differing notions of higher education. After all, institutional, political, and practical contexts of the participants differ widely. Close examination of the survey results, however, makes it quite clear that is not the case. It is the agreement among the participants that impresses and not diversity. (While diversity, too, is instructive, as analyzed elsewhere, these comments will focus on the broad agreements that may be found.) The data indicate very strongly that there is shared vision of the nature and purposes of higher education that cuts across the roles and institutional placement of the participants. These comments summarize that vision and discuss some of its significances.

Ideals of Higher Education

American higher education is a variably textured tapestry, encompassing a great many types of institutions. Our American "system" of higher education has grown and evolved over more than three centuries through a process that has been more additive than transformational. When new social/educational imperatives have arisen, we have usually added them onto old institutions and, even more emphatically, grafted new imperatives onto old conceptualizations. Thus, while the functional character of our institutions expanded, sometimes quite rapidly, that expansion has been shaped and guided by ideals that change, at best, very slowly. Colleges and universities, which are self-consciously historical and relatively removed from control by other institutions, are conceptually quite conservative. The ideals that underlie and animate our discussion of the nature of higher education are ones that would probably seem familiar to those medieval scholars who banded together to form the earliest institutions we call universities. While perhaps somewhat oversimplified, it is not inaccurate to portray American higher education as a core ideal, to which other ideals have been added over the centuries. What seems to me to be shown by the Project 90 data is just such a portrait--a solid "trunk" of a core ideal, held widely by the participants, with variations (determined more situationally) appended as branches.

In the American beginning was the college, as exemplified first by Harvard, built on the foundation of Cambridge, Oxford, Paris, and Bologna. It is, I think, this "collegiate ideal" that embodies the core values of higher education and has shaped the subsequent functions of American higher education. I will characterize the collegiate ideal in some detail below, but first let us examine those added functions.

Late in the nineteenth century, the ideal of the university was added to the American landscape, heavily modeled on the German universities. A few institutions--most notably Johns Hopkins--sought to create the university de novo, but the more general pattern was to add to the existing collegiate ideal the notions of research, professional training, and publicly useful scholarship. Early in this century it was plausible to see two kinds of institutions--colleges and universities--but nearly all of the new universities retained their colleges as central institutions. Later in this century the idea of the university as a more fully engaged institution, more closely integrated into a complex with other institutions, arose--as, for example, Clark Kerr's famous analysis of the "multiversity." While the ideal of the multiversity is strongly present in our current ideology, it, too, is an "add-on," and one of the conundrums of the past 25 years has been that of the older collegiate and university ideals. Finally, beginning with the land-grant ideal and supplemented later by the community college ideal, higher education has acquired the function of providing opportunity for social and economic betterment for (almost) all who choose to use it for that purpose. This, too, has been accomplished, to whatever extent, with great deference to the collegiate ideal.

The Project 90 survey data clearly seem to show the centrality of functions that, I suggest, are most closely associated with the collegiate ideal, while those associated with the university, multiversity, and opportunity ideals are assigned lower priorities. And this is true, in general, for all participant groups, suggesting that functional differences among institutions are more or less independent of the *collegiate* ideal. What, then, are some of the elements of the collegiate ideal?

Teaching

The college is, above all else, a teaching institution. That was the primordial purpose for the university nearly 1,000 years ago, and, it seems, teaching remains primary in the ideals held by the Project 90 participants. Of those priorities rated "high" or "very high," only *Financial Stabilization* is not clearly linked to teaching (*Faculty Excellence*, *Undergraduate Instruction*, *General Education*, *College Preparation*). Thus, whatever else an institution of higher education may do, its status as a center of teaching and learning is likely to be the most closely guarded and influential of its attributes. While the survey did not include graduate education as a factor, the placement of general education, and so on, seems to support that the primary teaching function is construed mainly in terms of the traditional education of undergraduates.

Self-Determination

In the great college tradition, the college stands apart from the student, at least where decisions about what is to be taught are concerned. The general notion is that the college sets its directions and makes its teaching services available. Students may, in a phrase attributed to Abelard, "draw near and listen," but what they learn by so doing is pretty much up to them, always subject, of course, to evaluation by the college. Few prerogatives are so jealously guarded by the academy as those of determining curriculum, academic standards, grading, and the like. It is perhaps here, more than in the ethos of research, that the ideal of institutional autonomy is rooted. Efforts by external agencies, including students, to dictate or even importantly influence what is taught are seen as intrusions, challenges to the wisdom of the academy, and threats to breach the wall of autonomy.

The General Good

In the collegiate ideal, the utility of education is typically construed in the most general of terms. It is "getting a college education" or "being an educated person" that counts, far more than does the acquisition of particular skills or even credentials. The college is the one place in our society where knowledge is self-validating, requiring no expansive instrumental rationale. While recognizing that more specific education is desirable, it is general education that is seen as an absolute imperative. Few articles of faith are more deeply rooted in the modern Western system of values than the belief that learning is a good thing of itself, and the college is the temple of that belief.

Merit

There is little question that the historical ideal of the college is emphatically meritocratic. That is, higher education is seen as an enterprise to which not all are suited. Such practices as selective admission, comparative grading, and minimum standards for continuation are practical manifestations of the meritocratic tradition. And, given the strong value of self-determination, it is the college itself that assumes the right to define merit and to administer its application. Thus, such concepts as remedial instruction and affirmative action may be seen as anti-meritocratic or, ultimately, as threats to the core value of self-determined teaching.

Faculty

Of all the components of the college, none is so prominent as the faculty. In a sense, a college or university *is* its faculty, and faculty excellence is the cornerstone on which institutional excellence rests. The modern faculty retains many of the values and even the trappings of an earlier time when the faculty was a guild of relatively autonomous scholars. As a body corporate, the faculty insists on governance prerogatives, on self-selection, and, as previously noted, on substantial control of the all-important teaching function. The corporate character of the faculty creates an automatic alliance with other components of the college where the issue of institutional autonomy is, or may become, a loss of faculty position and power.

In summary, the collegiate ideal is of an institution to which those young adults who are able to profit from it came to become "educated persons" at the hands of a self-determining faculty.

The Collegiate Ideal and Reform of Higher Education

If, as I believe they do, the Project 90 data affirm the power and centrality of the collegiate ideal to the "culture" of higher education in Michigan, that ideal must be taken into account in any discussion of change or reform. Several points seem worth making.

The Collegiate Ideal as a Basis for Response to Proposals

It is very likely that any proposal for reform of higher education will be evaluated, directly or indirectly, in terms of its likely effect on the collegiate ideal. Internal shifts of resources, formula funding, state control over program offerings, and so on, will inevitably be weighed to see if they diminish either the ability to perform the collegiate function or the honored place of that function in institutional belief systems. Proposals to enlarge or to assign prestige to elements of multiversity or opportunity ideals will be similarly inspected. A crucial part of reform planning is the careful consideration of the relationship between planning and the collegiate ideal, on the general scheme that those plans that enhance the collegiate ideal will have a good chance for support, those that are neutral will have some chance of adoption, though probably without enthusiastic support, and those that threaten the collegiate ideal will encounter great difficulty.

The Foundations of the Autonomy Value

While institutional autonomy is a value that is well-recognized in Michigan higher education, its foundations often are not well-understood. The implication of the analysis given here is that the base of the value is not just political nor shortsighted conservatism. It is, rather, a logical consequence that flows from the collegiate ideal. In Michigan, particularly, that consequence has been guarded constitutionally for nearly a century and a half, and the autonomy sentiment has flourished. What is important is the recognition, in reform thinking, that, at least in Michigan, institutional autonomy is a core value, and any assault on autonomy is likely to be treated as an assault on the very fabric of higher education.

The Collegiate Ideal and Reform at the Margins

Not only is the collegiate ideal the primary structural feature of thinking about higher education, its realization also commands the bulk of financial and human resources. If, as I suggest, any significant diminution of the collegiate function is almost certain to be met with hostility, it follows that reform thinking might best be focused on the noncollegiate functions and resources--that is, on the margins. While such a strategy omits the possibility of large-scale, highly coordinated transformation of the "system of higher education" in Michigan, it does have the advantage of centering thinking on possibilities that are least likely to arouse the vehement opposition of the higher education community.

Modifying the Collegiate Ideal

It is, of course, possible to modify the way in which the collegiate ideal is practically realized. Few enterprises are nearer or dearer to the academic heart than the cyclic reforms of general, undergraduate education.

Those sorts of internal modifications are probably a necessary part of the continuing self-renewal of institutions and out to be encouraged, since they bring to the foreground images of the collegiate ideal that may have become submerged. Other sorts of modifications, as, for example, the incorporation of affirmative action or student development, are more difficult. What is apparent is that incorporations of that sort must be approached in ways that do not shatter the collegiate ideal beyond recognition. For example, it is possible, as Justice Powell noted in the Bakke case, to construe affirmative action in academic terms, speaking to the benefits of cultural diversity to total academic community. Since it is within the contours of the collegiate ideal that academic and faculty prerogatives are most vigorously asserted and defended, and since it is a community, ultimately, that operates through persuasion, great care must be taken in designing and defending modifications of the collegiate ideal in ways that are compatible with preservation of that ideal.

The core values that make up what I have here called the collegiate ideal are hard facts in the dialogue of higher education reform, whatever one's opinion of that ideal may be. The collegiate ideal is held widely and strongly throughout the higher education community, and it must receive its due in our discourse.

PART V

THE WRITTEN RESPONSES

Financial Stability

The Rationale for Financial Stability

The definition of the Financial Stability initiative was as follows:

Item 8: To initiate policies for stabilizing the financing of higher education institutions within the state.

Establishing a financial system which defines the minimum requirement for maintaining the basic mission of each institution would assure stable support for the primary programs of colleges and universities. This approach to financial planning would allow each institution to meet changing economic conditions while providing for basic operation.

Among the rationales respondents gave for selecting this initiative as one of their top three choices, the most prevalent reason centered on its importance to strategic planning. The frustration expressed among community college presidents was reflected in this statement by one of the presidents:

> Unless a college or university has adequate financial support it cannot do the strategic planning necessary to carry out its missions. Michigan has weathered many ups and downs in its economy in the last few years. Each time as an institution attempts to develop plans to meet societal needs, it is forced to cut back as a result of an executive order. Post-secondary institutions need to be guaranteed sufficient income that will sustain them during good times as well as those difficult times.

Another community college president emphasized that "In the long run, fiscal stability could reduce costs brought on by crisis planning." A community college board member stressed that continuity of programming and the courage to launch new programs cannot be achieved without financial stability.

A university president, expressing his frustration, stated flatly, "Until such time that the questions of adequacy and equity of state funding are resolved, it makes little sense to pursue other issues." This frustration was accentuated by another president as follows:

> Current state financing approaches are both inequitable and inadequate. The total level of increased state support required to achieve systemwide equity and adequacy is not beyond reach in terms of the state's capacity to finance.

These statements were made about a year and a half ago, before the state apparently found it politically precarious to support a two-cent increase in sales tax while easing real estate levies for a beleaguered public school system.

The interesting thing was the lack of written responses in support of Financial Stability. We do not know if that void expresses the belief that the reasons for calling for Financial Stability are too obvious for elaboration or simply a lack of faith that the matter will be addressed by government. We think it is the former because of the much greater volume of response to the opportunity to discuss the problems and issues that prevent or are likely to prevent its realization.

The Challenges of Financial Stabilization

[Prepared by Marvin Grandstaff,
Co-director of Project 90]

In developing an adequate base for financing Michigan's public higher education, a community college president observed that state officials must come to see "higher education as a long-term investment rather than as an expense"--and must release the tendency of thinking of higher education as a "deferrable item," which in turn means adopting policies "that will in the long term offset fluctuations in state revenues." In this view, another community college president suggested that such stability may require "obtaining a constitutional revision [that] would permanently guarantee that financial base." This president also saw the solution tied to establishing "clearly defined missions" for institutions, which "will involve, again, great sensitivity" on the part of state officials, the legislators and the governor." Such sensitivity will be tested when "prioritizing other agency needs" that are also competing for adequate funding.

A chief academic officer from one of the community colleges suggested that state officials must "develop, agree, and fund a reasonable funding formula that will address each institution in the state." This CAO reminded us that the formula cannot be changed every year if stability is to be the outcome.

Several CAOs commented that the ultimate solution must be obtained through "increases or shifts" in taxes, and as one advocate of the taxing solution put it, "we must find ways to achieve stable financing without increasing taxes on those with the highest tax obligations at this time." Another CAO identified Financial Stabilization as a political issue "subject to the whims of the legislature and the public." The real challenge is to find a "consensus in the Michigan legislature" that balances "politics" and "ideals." This, of course, raises the question as to "who gives up something for education to benefit." It means "getting special interest groups and the citizenry to accept long-term contributions of education over immediate self-interest, and that will require a bipartisan effort since any proposed change is likely to involve unpopular alternatives to the current situation." Speaking quite candidly, another community college academic officer said that we must develop "the ability to demonstrate that higher education is delivering on its promises." Another believed that not much will happen until we find a better way to fund K-12 districts.

A university president cited "inter-institutional competition for financial resources, legislative constituency pressures, and willingness to assign high priority to state financing of higher education" as "three critical issues to be resolved." Another university president also called for "state/institutional agreement on the methodology used to define equity and adequacy in financial terms." He further admonished us to "return to the original investment needs model of 1978 and update it" since "the more recent models are flawed." This president advocated "relating funding to quality performance indication other than salaries of faculty and administrators."

One university academic officer said quite bluntly that the issue revolves around "legislative proclivity to fund higher education by a pork barrel approach rather than an investment needs approach driven by measurable parameters." Another university academic officer stated, "The political problem is to convince the political leadership of the inherent economics [of] a long-term view of higher education needs." A third academic officer from a university cited "an unwillingness on the part of executive and legislative state leadership to deal with the issue of determining priorities."

A House member noted the difficulty of "getting people to agree on a single plan" and also complained that problems stem from people's "putting their own interests before those of the entire state." A second House member found difficulty in "guaranteeing that increased funding will have a positive response on students." This House member also pointed to the difficulty in "developing appropriate measurement criteria for determining needs."

A state senator noted the problem of "the state and national economics, particularly the long-term deficit nationally. At the state level, rising unemployment at levels nearly twice the national level are a major problem." Another state senator charged "lack of commitment by the Governor and key legislative leaders to make higher education the focus of the state budget... Failing to focus on higher education as the economic item/issue in the state budget."

A State Department respondent found a problem in "balancing tuition increases with sufficient state appropriations and institutional management plans." This respondent added that "public attitudes toward taxes--the entire way community colleges are funded--needs review and a focused initiative [toward] change like that for K-12 education." A second State Department respondent saw the disparity in teaching loads between universities and the community college and K-12 system as creating problems. A third directed our attention to the need for "an adequate tax base and for establishing higher education as a clear long-term funding priority." And a fourth official said that we need to do a better job of "facilitating institutional pursuit of outside resources." He maintained that the state cannot and should not assume all of the responsibility.

One certainly senses the range of frustrations and concerns from these respondents. Resolution of the financial stabilization problem will require a commitment and focus of high intensity and duration if these problems are to be dealt with adequately.

Undergraduate Instruction

The Rationale for Undergraduate Instruction

The Undergraduate Instruction initiative was defined as follows:

Item 6: To achieve excellence in teaching and advising throughout undergraduate education.

Investment in undergraduate teaching is a key ingredient in building a successful institution. Encouragement and recognition of excellence in instruction is an important element of institutional policy. Undergraduate teaching deserves a central place in the mission of higher education.

A House member captured the essence of the strong support for Undergraduate Instruction as follows:

> Graduate work is obviously important for the contribution it makes to specific fields, but in order to make a general improvement in the level of civic life and civic debate, we must make the undergraduate experience more broad to the extent of teaching everyone in certain [broad] areas.

A state university president maintained that "a high-quality undergraduate program of instruction will pay the highest dividends for resources invested." He added, "The undergraduate experience is the heart of higher education, and undergraduates are sometimes cheated of a quality experience. Quality instruction will yield quality graduates who can perform."

Speaking to the implications of an effective program of undergraduate instruction, a community college academic officer made the following observation:

> It is important to recognize the need to develop a stronger bridge between the instructional program and supporting instructional services such as career guidance, counseling, financial aid, and learning resources.

Another academic officer in a community college suggested:

> Some of what happened in K-12 happened to community college personnel too. Many have lost their sense of professionalism and almost none has been trained to teach. It is possible to recognize good teaching and possible to train for it. . . .

A State Department respondent noted that "teaching skills at the undergraduate level are often not as honored as research and political skills." A community college president called for greater recognition of teachers, as well:

> Through excellent instruction, students come to learning through their teachers. It is here that the motivation and interest are nurtured and cultivated. Lists of great works or curriculum requirements cannot replace the work of a great teacher.

The benefits of effective Undergraduate Instruction were noted as follows:

> [A university president]: The state economy will be stimulated by college graduates who have had the benefit of high-quality undergraduate instruction.

> [A community college president]: Solid graduate programs are not possible if the undergraduate work has not been successfully completed.

These comments are representative of the range and nature of the comments regarding Undergraduate Instruction. It is clear, at least in the rhetoric of one respondent, that the support for Undergraduate Instruction is loud and clear. Attainment of high-quality instruction requires institutional commitment and a compatible reward system if it is to become a reality. Such commitment must be manifested at all levels of administration, from the top levels of government to the departmental support system.

The Challenges of Undergraduate Instruction

The testimonies to the importance of Undergraduate Instruction revealed a straightforward centrality of reasons for making this initiative a top priority.

This centrality was captured by a university president, who wrote, "That is what we are supposed to do--not community relations, not economic development, not providing jobs, we are supposed to educate undergraduates." Or as a State Department official put it, "If the quality of instruction in higher education is not high, all other 'priorities' become essentially meaningless." Another State Department official reminded us that "teaching skills at the undergraduate level are often not as honored as research and political skills." A community college president emphasized that "through excellent instruction, students come to learning through their teachers. It is here that the motivation and interest are nurtured and cultivated."

A chief academic officer suggested that we have not recognized sufficiently the changing nature of the shift in the student population. "It has become essentially adult education and few colleges admit it or are prepared for the change." In support of strong undergraduate instruction, a legislative House member made a clear statement about its essentiality as follows:

> Graduate work is obviously important for the contribution it makes to specific fields, but in order to make a general improvement in the level of civic life and civic debate, we must make the undergraduate experience more broad to the extent of teaching everyone in certain areas.

Here we see the strong intertwining of general education with undergraduate instruction in the minds of respondents. One suspects that the tolerance for ineffective graduate instruction (although not expressed directly in our replies) is greater because the more mature and better-informed graduate students can sublimate ineffective instruction through stronger professional and self-directed motivation, skill in library usage, adult perspectives, and more individual interactions with professors. It seems unlikely that graduate instruction as an initiative would have elicited as much "passionate" support as undergraduate instruction.

Both the volume and nature of problems and issues associated with Undergraduate Instruction seemed to be of less intensity and variety than problems foreseen in General Education. The problems also seem to evoke more tangible solutions. There was frequent mention of the need to encompass good advising, and a range of support services such as counseling, learning resources, career guidance, a focus on educational outcomes, and so on, as areas that will strengthen the instructional programs. In addition, the status of the effective "teacher needs to be honored as much as research and political skills," according to a State Department official. Again, the overlap between Faculty Excellence and Undergraduate Instruction, both in rationales given and problems of implementation, was quite strong. It is certainly clear that these two initiatives, when integrated with General Education, provide the major aspects of the defining of quality higher education in the minds of most of our respondents.

The problems of making Undergraduate Instruction more effective included not only recognition of instructors but also providing adequate funding for professional development along with adequate instructional resources. There was a marked emphasis on the need of institutions to consider the critical elements in a constructive learning environment. A CAO in a community college noted that faculty members need to be encouraged to become "developers and managers of learning resources, not just lecturers or researchers or advisors." It was noted that effective ways of evaluating instruction need more attention. Also, a university president called attention to "the poor visibility and attention given to undergraduate education by the governor and the legislature in the budget process." Another academic officer in a university suggested "encouraging students to demand quality and to participate fully in their own education." This contributor also suggested we should emphasize undergraduate instruction "instead of simply emphasizing the glamour of research, the thrill of technology and the overemphasis in athletics." With all the good suggestions for improving Undergraduate Instruction, a House member was the only one who called directly for "more individualized work with students." A State Department official stated simply, "tenure laws!"

Faculty Excellence

The Rationale for Faculty Excellence

The Faculty Excellence initiative was defined as follows:

Item 16: To attract and retain faculty who are leaders in teaching, research, and service.

BEST COPY AVAILABLE

> One means to maintain academic excellence is through maintenance of high-quality faculty in the state's universities and colleges. A mechanism must be developed for attracting, retraining, and motivating faculty toward academic research, teaching, and service. Staff development programs should stimulate faculty contributions to their institutions, professions, society-at-large and to their own personal development.

As we examined the various reasons for seeking Faculty Excellence, it was apparent that educational and institutional excellence are equated with faculty excellence. Illustrative comments are as follows:

> Excellent faculty provide role models, leadership, and the solid base for educational excellence [a community college president].
>
> It [Faculty Excellence] is what higher education is all about [a community college board chair].
>
> Without a superb faculty none of the educational purposes of the university can be addressed [a university president].
>
> Without good faculty, whole systems fail [a state university president].
>
> Excellent faculty attract excellent faculty, thus assuring continuity in quality programming.
>
> The key criterion for quality instruction revolves around faculty excellence. If an institution does not have good faculty that have both curricular expertise and ability/interest in instruction, programs are not going to succeed regardless of how much money/equipment is provided [a State Department official].
>
> The faculty is the "guts" of the university [a state senator].

With these statements, which typify many of the comments, it is clear that respondents from the colleges and universities saw this initiative as being prerequisite to excellence. Why it was ranked in seventh position by State Department and legislative respondents is less clear. Our study was limited by its reliance on paper-and-pencil responses. In an interview situation, we might have been able to ascertain how legislators describe the importance of faculty. We must recognize that they did place it among the top one-third of their responses, but it is not clear as to what factors influenced this ranking, other than a greater preference for six other initiatives. We hear of negative statements from legislators about faculty members' not working, who "don't earn their keep," or as having "weird" ideas, and so on. It would seem that some attention to the image matter might be worthwhile if it is a problem of consequence. By the same token, it may be that administrators think that employing top faculty would solve most or all of their problems. What we do know is that many top faculty in universities care much more about research than they do about students. Their reputations in research can bring great prestige to the university, but their contributions to learning are often limited to a small group of scholars and seldom reach the undergraduate. This dilemma has been "on board" for many years, but it is exacerbated now as we seek to maintain our technological "edge."

A number of respondents addressed the issue of competing with industry for top faculty. This can put the salary and support system well over the $100,000 mark for a considerable number of faculty members. Yet many legislators may not understand how many institutional dollars these faculty members generate through federal, foundation, and corporate grants. It is a complex problem to communicate to legislators, who are besieged by urgent requests from all sides. As one university president expressed it, "There is a need to correlate input [faculty] with outputs [student performance], [quality teaching], [state benefits in increased competitiveness], etc." These thoughts take in the considerable challenges in recruiting, maintaining, and rewarding faculty excellence.

The Challenges of Faculty Excellence

There was a deep concern among our higher education respondents for achieving a faculty of excellence. The concern was particularly evident among university presidents and CAOs. Eighty-six percent of the university presidents and 71% of the academic officers placed it among their top three priorities. The reasons given for the strong emphasis seem to reflect straightforward observations. In general, respondents saw Faculty Excellence as the prime prerequisite for an excellent educational program. In contrast to the General Education initiative, where the problems and issues mentioned seem so formidable, the problems and issues associated with Faculty Excellence appear more directly a matter of will--the will and commitment to provide the resources necessary to recruit and retain faculty in a highly competitive marketplace. The comments from higher education officials speak for themselves.

A community college president saw the challenge as demonstrating "a willingness to differentiate between faculty who are excellent and those who are not." A university president recognized that defining excellence is a critical issue and called for the higher education community to develop "objective measures to demonstrate the value of a labor intensive enterprise." A CAO in a university noted that "given the heavy emphasis in collective bargaining in these data, it is difficult to reward genuine excellence through a university's salary structure. But it has to be done to maintain quality faculty." This respondent also acknowledged the "reluctance of universities to make 'hard' decisions on tenure and promotions" as an important related issue. In that regard, a university president cited the problem of "developing a culture of honest and effective peer review, rather than of group protectiveness of the weakest performance."

The reader will note that the problems and issues just listed have considerable ramifications for the development of strong academic leadership. They are unlikely to be resolved in the absence of such leadership.

A second theme among the problems and issues centered on the competitive struggle to attract and retain excellent faculty members. Competitiveness takes place in two arenas: interinstitutional competition and competition with business and industry. It seems unlikely that most universities can compete with the latter enterprises. It must be recognized that the climate and organizational culture are quite different for these two sectors. In such a context, colleges and universities will have to emphasize quality-of-life factors more than monetary rewards--rewards such as a stimulating movement that comes from interacting with faculty and students, freedom to pursue self-directed professional interests, less pressure in the work place, library resources, and so on. The problem here is that the resources within universities are not what they were. Determining facilities and laboratories, the reduction of graduate assistance and secretarial help, and even a retrenchment mood on campuses are detriments to recruitment and retention of top faculty.

The need for stronger financial support was quite pronounced in respondents' delineation of problems/issues. A university president cited the problem of recruiting "talented women and minorities into academic professions as role models." Another university president emphasized that government officials do not have a clear awareness that "the best way to achieve high-quality education is to tax ourselves adequately to provide the necessary resources." Of course, this statement was made before the stormy legislative debate over sales tax versus property tax as a source of revenue for the public schools, to which one university president might reply, "I didn't say it was going to be easy." An academic officer stated the issues of faculty excellence will be "neglected as long as business leaders fail to recognize the importance of higher education and its impact on economic development." A state senator stated the problem emphatically as "Adequate salaries! Adequate facilities!" and these pithy exclamations were reiterated by a State Department respondent.

Another dimension of the problem/issue of attaining Faculty Excellence was seen as improved programs for staff and professional development. These two terms are often used to delineate two aspects of inservice training. Staff development is focused on strengthening interest and contributions to the operation of the organization or assigned work unit, while professional development is helping faculty members become more proficient in their respective disciplines. Faculty typically respond to disciplines that provide the source of professional identity for most professors. A community college academic officer thought that instructional skills of faculty needed more attention. A university president emphasized that "faculty must be given better mechanisms to remain current in their respective fields." It should be noted that in our experience higher education faculty members responded more favorably to professional-development programs focused on discipline-based knowledge than on staff-development activities for improvement and maintenance of organizational functioning.

General Education

The Rationale for General Education

The definition for the General Education initiative was as follows:

Item 2: To ensure all graduates participate in a program which promotes the acquisition of a strong general/liberal arts education, along with specialization in the major of their choosing.

> A core curriculum program which (a) provides educational breadth with study in the humanities and the sciences, and (b) complements the student's intensive study in a specialized field is essential for enhancing the continued vitality of undergraduate education as well as preparing citizens for success in an increasingly complex society and workplace. The core curriculum program should stress a well-rounded education with emphasis on graduating students with problem-solving skills, well-developed mental capabilities, humanitarian values, and an appreciation for our intellectual and cultural heritage.

The support for General Education reflected a genuine concern for its emphasis in higher education. A House member stated that a "basic reason/justification for providing tax dollars is to provide for good general education. It is the basis for future learning, both on the job and off." A state senator stated that it "benefits the individual [by preparing] him/her for job, family, work and quality of life; benefits future employers, who have specified need for employees with general education, problem-solving skills, and ability to think and learn; benefits state and country, which will need a well-trained workforce to compete in a new global economy." In a similar vein, a community college board chair saw "a need for well-rounded individuals who are flexible and have critical thinking, problem-solving skills necessary in changing society."

A chief academic officer in a community college cited the need for "the development of the whole person. We cannot live by bread alone. We live to live--not just to make a living [and] preparation of persons for future workplace changes and challenges." This respondent also stated that "students need to understand various methods of problem solving as handled in different disciplines." A community college president reminded us that "making a life is more important than making a living." A State Department respondent said, "Graduates should have deep knowledge and awareness of [their] own and other cultures. Society could benefit from this broader approach to problem solving."

Somewhat surprisingly, General Education did not elicit as many written reasons for support from university presidents as one might initially have expected. Their energy in the written responses seemed to be directed more toward justifying the need for Faculty Excellence and Undergraduate Instruction. Only 35% of university presidents gave General Education at least a high rating, whereas 71% of the academic officer respondents gave it at least a high rating. It would appear that university presidents may be more pragmatically concerned about obtaining the support system required to make General Education a reality.

There is little doubt that our respondents regarded General Education as a very important initiative. There is some question about their optimism for its improvement and expansion when one examines their views of the problems and issues involved in its implementation.

The Challenges of General Education

Support for strong general education programs placed this initiative fourth in the composite priority rankings. Certainly, this emphasis is in tune with many of the national reports. Many of the respondents who placed it within their top three priorities made suggestions regarding the problems and issues that would be involved in implementation. In fact, so many difficult constraints were identified that it caused us to wonder how General Education managed to make it into the top priorities. We can only conjecture that its support comes from a deeply held conviction of its importance in providing a link to our cultural roots and from our enchantment with the traditional collegiate ideal, which Professor Grandstaff described (pp. 54-60).

The challenges to the implementation of this initiative centered on the perceived resistance of citizens, students, and career-related faculty. A community college academic officer expressed succinctly its societal constraint as "America's pragmatism." From a societal perspective, a state senator observed that a major problem will be "overcoming pervasive attitudes in the general public and certain sectors of special interest groups that it is technology, science, and math that will make us competitive with countries like Japan. A university president cited the challenge of "convincing the general public and the business community as well as our institutions that narrow training for the 'first job' is not a substitute for education." This problem is undoubtedly linked to "the inability of students to see the need for general education," as expressed by a community college board chair. An academic officer faulted "parents and others who see education only as a way to earn money." Still another academic officer from a community college reminded us that it will involve "making sure that the less motivated and academically disadvantaged students are properly considered."

The faculty itself was seen as a considerable obstacle to implementation of effective General Education programs. A community college president noted "the lack of a liberally educated faculty who either did not receive any general education or who did not respond to it." As one academic respondent observed, "parochial faculty interests and departmental/discipline interests block their openness to general education." In that vein, another official cited outright resistance to change among faculty as a prime inhibitor. One community college respondent who had cited General Education as a very high priority expressed the pessimistic view that "institutions will need a massive re-education, which we can neither understand nor afford."

Turning to the likelihood of student resistance, a House member saw the issue as "developing quality programs that will inspire student support." Another House member suggested that such support can come only if we "ease up on the pressure of students to specialize." In terms of educational outcomes, a community college president identified the inherent difficulty of "demonstrating the long-term impact of general education or lack of it."

As one reviews these statements, it appears that most of the respondents who took the time to identify constraints in implementing general education identified challenges of such magnitude as to cast doubt on the successful resurgence of the general education movement in Michigan. Recently, this writer asked one government official who attends most of the higher education budget hearings if any of the institutions were requesting funds to support general education. He replied that he had not heard any mention of general education at any of the hearings. This does not mean, however, that a number of Michigan institutions, both public and independent, do not have effective general education programs or are not working to improve them. It simply indicates that the concept did not come up during appeals for support.

In view of these formidable challenges, which are but a reflection of the range of constraints mentioned by respondents, we are led to wonder if the general education in colleges and universities without a tradition of stronger general education programs is likely to be supported. The reiteration of its importance in the rhetoric of higher education and government officials in Michigan may not be sufficient to produce movement toward improvement and support for general education.

Let's face it, changing or even modifying the response of the "loosely coupled" organizational cultures found in many colleges and universities, and without any real mandate from society such as the technological shock wave created by the launching of Sputnik in the late 1950s, it is unlikely that many Michigan colleges can overcome external and internal cultural resistance or inertia. It is apparent that our current Michigan higher education "culture" is filled with rituals, organizational "currencies," role models, external alliances, and recruitment practices that currently view career as the main pathway to socioeconomic security. That message plays into a careerism preoccupation among students. We see the term careerism as denoting an anxious single-mindedness that shuts off openness to many of the goals of general education. The leadership required to lead a faculty and a student body, as well as to develop a societal support system for general education, calls for a deep appreciation of fears and anxieties related to survival thinking; a vision of what sharing of a cultural heritage can mean to the individual and society; and a fierce sense of mission toward adequate general education backed by a well-conceived reward system for faculty contributions to general education.

Institutions that already have an integrated program of general education may benefit from the antispecialization perspective in undergraduate education, but those programs that offer general education in a cafeteria arrangement within a few discipline-based introductory courses held together by credit-distribution requirements will continue to suffer student resistance. Even members of the various disciplines assigned to introductory courses often see it as being "put upon" or "put down."

This writer is not encouraged about the prospects for resurgence of the general education movement in many Michigan institutions when proponents can readily articulate so many plausible reasons why it will encounter difficulties.

Job Training

Item 10: To increase the role played by community colleges and others in providing job-training programs that meet emerging economic and social needs.

Community colleges and other interested institutions need support to increase their role in providing job training and retraining for Michigan's workers. Increased job-training programs are essential for the state to meet special work-force needs for current and projected employment, particularly for workers in the technological and industrial areas.

The Rationale for Job Training

Even though highly supported by all but the university respondents, the Job Training initiative did not generate many written justifications for its implementation. A community college board chair wrote, "If the State of Michigan is to keep a work force here in Michigan, they must retrain the workers whose jobs have been lost in heavy industry." A community college president noted, "This country is in a worldwide competitive struggle, with employee skills being key to success. All of education must address the issue of assuring a match between emerging job demands and skills provided through formal training. People need job skills to compete for jobs to earn a living." A State Department official maintained that "job training at the community college level is vital to both individuals and the society, since if our society is to flourish persons will need to be available to fill those occupational positions."

The Challenges of Job Training

Again there were limited written replies on the problems to be anticipated in implementing this initiative. A community college president cited "focusing and coordinating of all of the state's 50+ programs related to job training ($600 million) [and] resolving the problems of inadequate basic literacy skills of citizens, particularly those from low-income and minority backgrounds." Another community college president saw "not having effective research procedures at state and local levels to determine new program directions" as presenting a problem. A House member saw a challenge in "getting business to cooperate in the program." Another House member thought that "tailoring training to educational level presents a real challenge," and a third House member was concerned about "responding to the needs of existing or pending jobs, not possible jobs."

Role/Mission Clarification

Item 7: To intensify the effort to clarify roles and missions of all higher educational institutions.

There is a critical need for each higher education institution to clearly define its core mission and role in reference to the variety of institutions within the state. Based upon knowledge of the key roles that each institution performs within the state of Michigan, more effective planning within the state may be undertaken.

The Rationale for Role/ Mission Clarification

Although this initiative was only sparsely represented among the top three (15% of the respondents), it attracted written responses from most of those supporters. The overall composite rating of Role/Mission Clarification among 21 initiatives was intermediate, yet it generated write-in responses equal to some of the more highly touted initiatives.

A House member considered this initiative important because "presently a perceived 'lack of identity' has a negative impact on internal constituencies and external constituencies." This was followed by the comment that "positive change is difficult to implement when a group is not sure of its own role . . . image." This House member, in reference to institutional identity, concluded that "a learning society requires us to be comfortable with the on-going process of discovering who we are and what we do." The respondent was extrapolating from observations of personality development to a similar process within organizational cultures. A university president suggested:

> If roles/missions were more clearly defined, competitiveness would be minimized and funding could be more equitably determined. Duplication would be eliminated and excellence could be achieved within assigned priorities. In an age of scarce resources and growing social demands for higher education, each institution must assess its own strengths and define its own mission. This will insure diversity of choice for students.

Another university president suggested that:

> Effective planning and resource allocation depends on knowing what the goals and objectives are for any institution--for all institutions on a statewide basis. Define what each institution does best--avoid duplication where high costs are involved (i.e., each institution cannot support medical and law schools). Budgets should be developed in line with mission and defined goals and objectives to maximize tax dollars.

A community college president expressed some disenchantment with state leadership in seeking clearer role/mission definitions in the following statement: "Mission guides institutional response, [yet] the state [governor] says one thing and funds another--resources continue to fund duplication." Here we see role/mission viewed as the pathway to eliminating unnecessary program duplication. A House member concurred by stating, "We need to cut duplication of programs which are unnecessary." A State Department observer maintained, "It must be accomplished in light of the availability of dollars. All programs should not be available at all institutions." And a chief academic officer in a community college predicted, "Self-analysis will be forthcoming when we examine our role/mission."

The Challenges of Role/ Mission Clarification

A community college board chair suggested "a clear understanding of the purposes to which each institution is dedicated is essential to collaboration [among institutions]." A university board chair added, "Governing boards must set goals for institutions based on service areas, student needs and area opportunities and responsibilities. A new role of public service must be reinforced in mission statements. Faculty are frequently at odds with administrators over confused role and mission expectations." We noticed in this last statement a somewhat different tack between these two board chairs. The community college chair saw effective collaborative planning as being an outcome of a role/mission emphasis in the state. By contrast, the university chair saw role/mission as being used to strengthen the universities' involvement with the needs of their defined service areas. The desire to be responsible to potential clients within a defined geographical area carries the likelihood of programming for those clients regardless of duplication that may occur. This is more of a free-enterprise view than the collaborative emphasis we found with the community college board chairs. It is likely that these two tacks will be in the minds of various discussants in any statewide effort to achieve Role/Mission Clarification. It may indicate that community colleges would be more open to a unified approach to overcoming the costs of program duplication, while the university officials may be more apt to assume that any program duplication is readily justified by a role/mission emphasis which starts with the territorial assumption bolstered by a strong public service commitment to the clienteles within that territory. Here we find a clear illustration of how a shared valuing of "clarity of institutional purposes" and a common belief in the role/mission approach as a desirable solution could encounter some difficulty when proponents realize that their values and beliefs are based on assumptions that would lead to two quite different public policies.

PART VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Significant cultural shifts have occurred in many Michigan colleges and universities during this decade. Our working hypothesis is that most of the shifts can be accounted for by the extended effect of the 1981 recession and the subsequent financial stringencies at the national and state levels. We see these trends as follows:

. Recent funding policies have emphasized financial assistance to students. That policy has led many colleges and universities to a preoccupation with marketing a wide range of programs for career-minded students. This marketing thrust has placed a premium on technical faculty, who, in turn, seek to enhance program quality with courses, equipment, facilities, and staff capable of gaining accreditation, or the professional recognition to attract and retain students with "borrowed dollars" in their pockets.

. A decade of constraints in funding coupled with a survivalist legacy from the 1981 recession has intensified a rugged individualism among institutions, which increasingly are inclined to:

--pursue adequate funding through entrepreneurial competitiveness.

--equate free enterprise with institutional autonomy.

--experience tuition "caps" as "price controls."

--interpret legislative or executive threats of eliminating program duplications as interference with free trade.

--embrace the managerial models and language of successful corporations.

--rely on the pursuit of private funds and alumni contributions.

--turn to regional and local political figures as well as individual lobbyists to gain advantageous legislation for their individual institutions.

--develop and maintain a provincial perspective that sees collaborative efforts as diversionary exercises.

These observed trends are having a perceptible effect on the implementation or prospects of implementing key initiatives as follows.

1. The current national call for a renaissance in general education seemingly supported by a high ranking among our respondents seems unlikely to occur in institutions without a strong tradition in general education, particularly when one examines the formidable nature of problems and issues such as "America's pragmatism," parental and student "careerism," resistance among career-based faculty, reward systems that strongly favor technological contributions and so on, identified by the very respondents who strongly support its rejuvenation in their comments.

2. Financial Stabilization is clearly the number one problem in the composite ratings of all priorities. While it is quite likely that there will be a variety of interpretations of its meaning, it is a good place for the beginning of policy seminars, conferences, and institutes within and among groups from higher education, government, and business/industrial communities. According to one higher education respondent, "not much will happen until these matters are dealt with adequately."

3. The universities' rejection of Job Training as being a part of higher education, in contrast to its strong support among community college, legislative, and State Department respondents, suggests a significant need for a continuing dialogue regarding the role of higher education in contributing to the business/industrial needs of the state. A statewide master plan is needed for Technological Development, which would bring together a commission of government officials, industrial executives, and higher education leaders. A clarification of the interrelatedness of Job Training and Technological Development in Michigan should be one outcome.

4. Differences in emphasis on Faculty Excellence between respondents from the higher education population (very high) versus the government population (intermediate) call for a clarification of the perceptions of the two populations. Also, the high priority of College Preparation among government respondents versus the only intermediate support of higher education officials calls for clarification.

5. An increased level of trust between government and higher education is to be desired, and the initial reconciliation of priorities not embedded in any profound conflict would be a good place to launch the process of building trust.

Finally, our concern and overall impression is that a stalemate exists between state government and higher education over the planning issue. Our assumption is that some form of planning will be essential. Neither group manifests any support for collaborative planning. This nonsupport raises a number of questions.

Can a mechanism for planning be developed that would not compromise institutional autonomy? Let us first acknowledge that the Michigan constitution prevents any obvious assault on institutional autonomy. But what about erosion? Are there more subtle policies that unintentionally threaten autonomy through erosion over time? We have suggested that a financial policy that gives the balance of power to the consumer will gradually alter the institutional culture. Thus, the institutions may find themselves unable to alter their management patterns for fear of losing their financial solvency.

On the other side of the ledger is the necessity for developing plans to manage the breathtaking changes predicted for the "Information Age." If the prognostications are even partially accurate, they will hold enormous consequences for higher education and the entire schooling community.

Is it possible to design a model for anticipating short-range changes and responding to them without the specter of state mandates? We think so. Success in addressing these short-range problems could benefit from a mechanism capable of identifying projected changes and generating data and discussions of their ramifications for the state and for higher education in particular. If that mechanism is constituted by the key groups in higher education and government, if it draws on the best minds in Michigan (regardless of organizational identification), if it is focused on projected initiatives and issues anticipated in the near future (rather than immediate issues), and if it concentrates on thorough analysis of the best available data, then we may realize the full benefit of institutional autonomy. While autonomy is certainly worthy of the defense it generates when it is threatened, it is a travesty to its noble purpose if its existence does not foster an open and enlightened dialogue among decision makers and constituents concerned with development of effective public policies. Part VI addresses a possible anticipatory mechanism that might allow higher education to enjoy freedom for development in the 21st century just as it has benefited by its freedom from state control in this century. It is time for higher education to manifest its leadership capabilities!

Recommendations

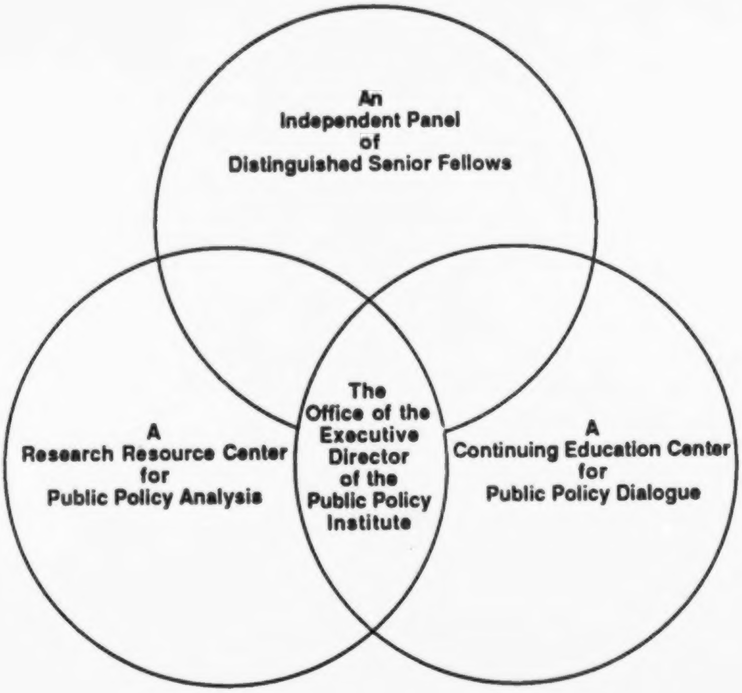
We have elected to focus our recommendations on the possible creation of an Institute for Public Policy Analysis and Dialogue in Michigan Higher Education. We believe our data indicate that solving the problem of agreeing on key initiatives among various groups concerned with higher education is likely to be easier than resolving some of the implementation issues that are currently complicated by parochial preoccupation with the scramble for dollars. We need, therefore, to tap the vision of long-term leaders in Michigan who are deemed best equipped to bridge the moat of immediate provincial interests to the larger possibilities of a well-educated citizenry for the new century. Furthermore, we believe that their visionary analysis of well-chosen data and information pertinent to Michigan higher education, along with statewide dialogues about the issues, might enable us to transcend parochial preoccupations. In its present form, Michigan's institutional autonomy is becoming a defensive measure rather than a dynamic realization of the freedom it brings to our public colleges and universities.

Involvement of concerned citizens as well as leaders in examining public policies of higher education must occur over a protracted period if Michigan's richest resource--the minds and hearts of its people--is to be engaged in thinking and planning the New Century in Michigan Higher Education. Their faith is reflected in their investments in the guaranteed tuition program. Michigan's leadership must make sure that citizens' faith in their children's future through higher education is not lost through the eroding support for quality higher education. "Cashing in" college savings for a mediocre education would be a devastating disillusionment.

Our recommendation for establishment of an independent Institute for Public Policy Analysis and Dialogue in Michigan Higher Education is designed as an anticipatory mechanism for creating Michigan's future and strengthening Michigan's unique nonsystem of higher education. Our intention in these recommendations is not to be prescriptive but rather to stimulate exploration of what such a mechanism might become. If the thought of that possibility arouses the it-will-never-work response in us, it is likely that postrecessionary pessimism is still trapping us in a defensive posture and blocking our use of our autonomy to make things better.

The proposed mechanism is presented in Figure 4 and is elaborated in the next section by a series of guideline statements regarding its possible implementation. At times we have been intentionally vague about details to encourage our readers to "fill in the blanks."

Figure 4. A Proposed Institute for Public Policy Analysis & Dialogue in Michigan Higher Education


An
Independent Panel
of
Distinguished Senior Fellows
A
Research Resource Center
for
Public Policy Analysis
The
Office of the
Executive
Director
of the
Public Policy
Institute
A
Continuing Education Center
for
Public Policy Dialogue

The very process of developing an Institute should foster maximum identification with the outcome. In this regard, we believe that the membership of the Distinguished Panel of Senior Fellows should be nominated and selected by the following advisory groups and their representatives:

1. The presidents and board chairs of state universities.

2. The presidents and board chairs of community colleges.

3. The presidents and board chairs of independent colleges and universities.

4. The members of the state legislature.

5. The top executives of the Governor's Office.

Suggested Guidelines for Implementation

Formation

1. Senior Fellows selected by the five constituent groups should include the most knowledgeable and statesmanlike leaders in Michigan who have demonstrated noteworthy concern and contributions to the development and understanding of Michigan's unique program of higher education.

2. Each of the five constituent advisory groups might nominate a list of ten potential Senior Fellows whom they see as meeting the criteria outlined in Item 1. Before the "selection" meeting of designated representatives from the five constituent groups, the willingness to serve would be determined for all nominees, and the credentials of the 50 nominees (minus duplications) would be reviewed by an equal number of "delegates" from each of the five constituent groups. (Duplications of names might reduce the list to a more manageable number.)

3. Through a rank-ordering process, nominees from the five groups might be selected through a series of rounds, with a stipulated number of nominees being dropped after each "round of ranking." The number to be dropped after each round would be determined by the delegates until the highest-ranking nominees had been identified (perhaps 12 to 16 in number).

4. One-fourth of the selected Senior Fellows might be replaced after two years of service and each successive year thereafter as a means of achieving renewal while retaining stability as a working group. The need for unanticipated replacements might be drawn from the pool of the highest-ranking nominees not selected initially.

Operation

1. In addition to reviewing and contributing to various issue, analytical, or briefing papers on matters of current and anticipated concern, Senior Fellows would also commission papers to be prepared on stipulated topics. In addition, they could draw upon the expertise of the two resource centers in the generation of research data, critical information, and seminars and conferences among key people outside the Institute. Papers would continually be distributed to all members of the five major advisory groups on prearranged topics.

2. Any power emanating from the Institute would come from the quality of ideas and the effectiveness of their interpretation of those ideas. The anticipatory role of the panel would help remove them from the immediate controversy about current problems and issues.

3. The panel of Senior Fellows should be moderated by a highly regarded citizen (noted for his/her diplomacy as well as knowledge about and concern for Michigan higher education), and they should be free to select a Fellow within or a person outside the panel to serve as their moderator.

4. Topics for consideration by the panel could be suggested by any group or persons in the state, if presented in a well-defined and clearly explicated statement. Policy guidelines for selection of topics should be carefully conceived and widely publicized to concerned groups. The agenda for a coming year should be established well in advance to allow preparation time for generating desired data and significant information on the selected topics.

5. An Executive Director with adequate support staff and facilities should be appointed by the Senior Fellows to expedite the work of the two resource sections and to coordinate that work with the needs of the Senior Fellows.

6. The panel and the Executive Director should avoid "even the appearance" of lobbying for a particular position since the panel's role is not an advocacy one but rather a policy analysis and educative role, which explicates with clarity alternative choices.

7. The educative potential and functioning effectiveness of the Institute might be enhanced through the use of doctoral and postdoctoral fellowships for attracting promising public policy candidates.

8. Funding of the Institute should be sought from a variety of sources to offset any assumptions of donor influence.

Location

1. While the executive offices for staff and Senior Fellows might be located temporarily in government or campus-based facilities, they should soon be housed in their own facilities to avoid any partisan potential. Research parks might provide a useful and stimulating location.

2. The Institute would likely be served best with its own research and continuing education sections, but, if delayed by limited funds, these units might temporarily be launched on a contract basis with various universities or private consultant groups.

Evaluation

1. Predetermined criteria for assessing the contributions of the Institute should "drive" the data-collection appraisals of progress. Formative reports should be provided by the panel for the funding agencies and the "constituting" groups, with a summative account of the strengths and weaknesses of the Institute made every three years.

2. The five "constituting" groups would have the power to discontinue or redesign the Institute. They might establish a representative and eternal review team to conduct on-going evaluations of the Institute's contributions.

In summation, the proposed Institute would not direct its attention to the immediate issues being debated in the legislative assemblies but rather to projected initiatives and issues expected to be critical within two or three years. By focusing on the near future (within a context of longer-range thinking), the panel could exercise its visionary potential, backed by its research and educative capabilities, and thus enable Michigan to create its future rather than find itself caught in the consuming energy of correcting its past.

REFERENCES

Barclay, Richard A., and Mohn, Marci. The Autonomy of Michigan's Public Universities: A Special Report on the Changing Interpretation of the Constitutional Autonomy of Michigan's Public Universities." Lansing: Senate Republican Caucus, October 1988.

Cole, Richard T. "Taking Stock: A Review of the Impact of the Governor's Commission on the Future of Higher Education." Lansing: Governor James J. Blanchard's Office, March 1988.

Faverman, Gerald A. "History of Higher Education in Michigan, 1958 to 1970." Ph.D. dissertation, Michigan State University, 1975.

Karn, Dan. "Report of Citizens' Committee on Higher Education: A Report to Governor Romney." 1965.

Murphy, David, and Bossard, Rick. "Recommendations for Revising the Owen-Huffman Investment Needs Model." Vol. III. Final Report of the Michigan Higher Education Task Force Project. Lansing: Senate Fiscal Agency, May 1979.

Robinson, James K. "Putting Our Minds Together: New Directions for Michigan Higher Education." Final Report. Lansing: The Governor's Commission on the Future of Higher Education in Michigan, December 1984.

Russell, John Dale. "Higher Education in Michigan: Final Report of the Survey of Higher Education of Michigan." Lansing: Michigan Legislative Study Committee, Survey Staff, September 1958.

Sederburg, William A. "Michigan Higher Education: Meeting the Challenges of the Future." Report from the Select Committee on Higher Education. Lansing: Michigan Senate, 1986.

Seidman, L. William. "Building for the Future of Post-Secondary Education in Michigan." Lansing: Governor's Commission, October 1974.

Appendix A.

The Distinguished Review Panel

(April 1987)

Richard Cole, Chief of Staff,
Governor's Office

John DiBiaggio, President
Michigan State University

Gerald Faverman, Chairman of the Board,
Public Sector Consultants, Inc.

Gary Hawks, Associate Superintendent,
Michigan Department of Education

Dale Herter, Executive Vice President,
Lansing Community College

John Jamrich, Past President,
Northern Michigan University

Ellen Jeffries, Higher Education
Fiscal Agent, Michigan Senate

Robert Muth, Executive Director,
Middle Cities Association

Gundar Myran, President,
Wastenaw Community College

Marvin Peterson, Director,
Center for Higher Education,
University of Michigan

George Potter, Trustee,
Jackson Community Junior College

Lynne Schaeffer, President,
Michigan Educational Trust

Senator William Sederburg, Chairman,
Higher Education Committee, Michigan Senate

Glenn Stevens, Executive Director,
State Colleges and Universities

Gary Sullenger, Associate Director,
House Fiscal Agency

Steve Webster, Higher Education Fiscal Agent,
House of Representatives

Marylee Davis, Panel Moderator,
Assistant to the President,
Michigan State University

THE PROJECT '90 RESEARCH TEAM

Marvin Grandstaff, Professor
and Co-Director

Louis Hekhuis, Professor and
Administrative Coordinator

Fred Ignatavich, Professor and
Research Consultant

Eldon Nonnamaker, Professor and
Project Editor

Max Raines, Professor and
Project Director

Sally Morgan, Research Assistant and
Higher Education Analyst

Steven Thomas, Research Assistant and
Governing Board Analyst

Elizabeth Thompson, Research Assistant and
Legislative Analyst

Appendix B.

The Project '90 Card-Sort Instrument

Directions

1. Separate the seven **Category Cards** (grey) from the 21 **Initiative Cards** (blue).
2. Place the seven **Category Cards** on a desk top in the arrangement shown below.
3. Shuffle the 21 **Initiative Cards**. (Card numbers were assigned randomly). Arrange the cards in the distribution pattern shown below accoring to YOUR priorities.
4. When you have completed the **Card-Sort** please RECORD THE CARD NUMBERS in the spaces provided below.

NOTE: As you assign prioritiy rankings please rank the initiatives on the basis of what is best for

The Development of Michigan Higher Education in the 1990's

5. Before turning the page to answer the questions about your top three choices, please identify your position among the sub-groups at the bottom of the page.
6. Now please respond to questions on pages 2,3, and 4. Feel free to attach any elaborations of responses as extra pages. Please identify any addenda by item number.
7. Complete the enclosed NOMINATION CARD and return it with this **Card-Sort Instrument**.
8. The PARTICIPATION CARD is to be returned SEPARATELY to notify us that you have mailed the completed instrument and nomination card. This will provide anonymity yet still enable us to contact non-respondents.

We are expecting 100% return from each group

CATEGORY CARD I HIGHEST PRIORITY (1 CARD)	CATEGORY CARD II VERY HIGH (2 CARDS)	CATEGORY CARD III HIGH PRIORITY (4 CARDS)	CATEGORY CARD IV INTER-MEDIATE (7 CARDS)	CATEGORY CARD V LOW PRIORITY (4 CARDS)	CATEGORY CARD VI VERY LOW (2 CARDS)	CATEGORY CARD VII LOWEST PRIORITY (1 CARD)
Card No.	Card No.	Card No.	Card No.	Card No.	Card No.	Card No.
	Card No.	Card No.	Card No.	Card No.	Card No.	
		Card No.	Card No.	Card No.		
		Card No.	Card No.	Card No.		
			Card No.			
			Card No.			
			Card No.			

There Is No Need For Ranking Within The Seven Categories.

Please circle the appropriate number(s) which designates your position

The Education Groups			The Constituency Groups	
COMMUNITY COLLEGE	STATE COLLEGE/UNIV.	INDEP. COLLEGE/UNIV.		
01 President	11 President	21 President	31 Business/Industry	35 Educ. Associations
02 Chief Academic Officer	12 Chief Academic Officer	22 Chief Academic Officer	32 Foundations	36 K-12 Administrators
03 Board President	13 Board President	23 Board President	33 Labor Organizations	37 Editorial Writers
			34 Agriculture	38 Other_________

The Government Groups → Circle All That Apply

91 House Member
92 Senate Member
93 Post-Secondary Ed. Comm. Member
94 State Executive

MY LEGISLATIVE DISTRICT INCLUDES
101 Community College(s)
102 State College/University
103 Independent College/University

3.0 A VERY HIGH priority is ______________________________ Card No. _____

3.1 My MAJOR REASONS are as follows: *Feel free to consider such things as . . .*

Benefits if implemented • Consequences if not • Societal Needs • Human Needs • The State Economy • Philosophical Beliefs

3.1.1 ______________________________

3.1.2 ______________________________

3.1.3 ______________________________

1.2 Who should TAKE THE LEAD IN INITIATING this priority ? (Please check no more than three among all of the alternatives)

At The State Level

___ Governor Office (01)
___ Legislature (02)
___ Dept. of Education (03)
___ State Board of Ed. (04)
___ Other (05) ______________

At The Institutional Level

___ President Office (11
___ Faculty (12)
___ Governin
___ Stud

At The Constituency Level

General Public (21)
Business/Industry Leaders (22)
Alumni (23)
___ Community Leaders (24)
___ Other (25) ______________

ation Level

___ The Association of Gove
___ The Association of Indepe lleges and Universities of Michiga. 32)
___ The Council of State Colleges and University Presidents (33)
___ The Michigan Association of Higher Education (34)
___ The Michigan Community College Association (35)
___ The Michigan Conference of AAUP (36)

___ Other (37)______________________________

This page was reproduced two additional times so that the explications of each of the top three choices of each respondent might be obtained.

3.3 What are the MOST CRITICAL PROBLEMS/ISSUES that must be dealt with in implementing this initiative ?

3.3.1 ______________________________

3.3.2 ______________________________

Page 4 ***Thank you for your participation in this project. Please return the instrument in the envelope provided.***

Appendix C.

```
                 Q1
          COUNT I
        ROW PCT IHIGHEST  VERY     HIGH     INTER-   LOW      VERY     LOWEST     ROW
        COL PCT I         HIGH              MEDIATE           LOW                 TOTAL
                I       1I       2I       3I       4I       5I       6I       7I
GROUP   --------+--------+--------+--------+--------+--------+--------+--------+
  CC PRES     1 I        I      2 I      5 I      7 I      2 I      2 I        I     18
                I        I   11.1 I   27.8 I   38.9 I   11.1 I   11.1 I        I   16.2
                I        I   20.0 I   17.2 I   15.6 I   13.3 I   66.7 I        I
                +--------+--------+--------+--------+--------+--------+--------+
  CC CAO      2 I      1 I      2 I      5 I      8 I      4 I        I        I     20
                I    5.0 I   10.0 I   25.0 I   40.0 I   20.0 I        I        I   18.0
                I   14.3 I   20.0 I   17.2 I   17.8 I   26.7 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
  CC BRD CHR  3 I      1 I        I      3 I      4 I      1 I      1 I        I     10
                I   10.0 I        I   30.0 I   40.0 I   10.0 I   10.0 I        I    9.0
                I   14.3 I        I   10.3 I    8.9 I    6.7 I   33.3 I        I
                +--------+--------+--------+--------+--------+--------+--------+
  SU PRES    11 I        I        I      3 I      9 I      1 I        I      1 I     14
                I        I        I   21.4 I   64.3 I    7.1 I        I    7.1 I   12.6
                I        I        I   10.3 I   20.0 I    6.7 I        I   50.0 I
                +--------+--------+--------+--------+--------+--------+--------+
  SU CAO     12 I        I      1 I      1 I      3 I      1 I        I      1 I      7
                I        I   14.3 I   14.3 I   42.9 I   14.3 I        I   14.3 I    6.3
                I        I   10.0 I    3.4 I    6.7 I    6.7 I        I   50.0 I
                +--------+--------+--------+--------+--------+--------+--------+
  SU BRD CHR 13 I        I      1 I        I      2 I      1 I        I        I      4
                I        I   25.0 I        I   50.0 I   25.0 I        I        I    3.6
                I        I   10.0 I        I    4.4 I    6.7 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
  HOUSE      91 I      3 I        I      8 I      8 I      2 I        I        I     21
                I   14.3 I        I   38.1 I   38.1 I    9.5 I        I        I   18.9
                I   42.9 I        I   27.6 I   17.8 I   13.3 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
  SENATE     92 I      1 I      2 I        I      2 I      1 I        I        I      6
                I   16.7 I   33.3 I        I   33.3 I   16.7 I        I        I    5.4
                I   14.3 I   20.0 I        I    4.4 I    6.7 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
  DPI-PSEC   94 I      1 I      2 I      4 I      2 I      2 I        I        I     11
                I    9.1 I   18.2 I   36.4 I   18.2 I   18.2 I        I        I    9.9
                I   14.3 I   20.0 I   13.8 I    4.4 I   13.3 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
          COLUMN       7       10       29       45       15        3        2      111
           TOTAL     6.3      9.0     26.1     40.5     13.5      2.7      1.8    100.0
```

1

College Preparation

To develop a strong match between college entrance requirements and high school graduation requirements for students who plan to pursue higher education.

(Please see reverse side for elaboration.)

A strong cooperative program between high schools and colleges is essential for strengthening articulation programs. Compatiblity of college admission standards and high school preparation programs for college-bound students is necessary to insure that all students with the interest and ability have received adequate preparation to enroll in college-level course work. Adoption of minimum admission standards for college which are congruent with high school graduation requirements is an important first step.

Appendix C. (continued)

```
                    Q2
           COUNT   I
           ROW PCT IHIGHEST    VERY      HIGH     INTER-      LOW       VERY      ROW
           COL PCT I           HIGH               MEDIATE               LOW       TOTAL
                   I        1I        2I        3I        4I        5I        6I
GROUP     ---------+---------+---------+---------+---------+---------+---------+
                1  I      4  I      2  I      5  I      4  I      3  I         I     18
  CC PRES          I   22.2  I   11.1  I   27.8  I   22.2  I   16.7  I         I   16.2
                   I   30.8  I   10.0  I   17.9  I   11.8  I   25.0  I         I
                   +---------+---------+---------+---------+---------+---------+
                2  I      2  I      5  I      8  I      4  I      1  I         I     20
  CC CAO           I   10.0  I   25.0  I   40.0  I   20.0  I    5.0  I         I   18.0
                   I   15.4  I   25.0  I   28.6  I   11.8  I    8.3  I         I
                   +---------+---------+---------+---------+---------+---------+
                3  I         I      1  I      6  I      1  I      1  I      1  I     10
  CC BRD CHR       I         I   10.0  I   60.0  I   10.0  I   10.0  I   10.0  I    9.0
                   I         I    5.0  I   21.4  I    2.9  I    8.3  I   25.0  I
                   +---------+---------+---------+---------+---------+---------+
               11  I      1  I      3  I      1  I      6  I      3  I         I     14
  SU PRES          I    7.1  I   21.4  I    7.1  I   42.9  I   21.4  I         I   12.6
                   I    7.7  I   15.0  I    3.6  I   17.6  I   25.0  I         I
                   +---------+---------+---------+---------+---------+---------+
               12  I         I      3  I      2  I      2  I         I         I      7
  SU CAO           I         I   42.9  I   28.6  I   28.6  I         I         I    6.3
                   I         I   15.0  I    7.1  I    5.9  I         I         I
                   +---------+---------+---------+---------+---------+---------+
               13  I         I      2  I         I      2  I         I         I      4
  SU BRD CHR       I         I   50.0  I         I   50.0  I         I         I    3.6
                   I         I   10.0  I         I    5.9  I         I         I
                   +---------+---------+---------+---------+---------+---------+
               91  I      5  I      3  I      3  I      5  I      3  I      2  I     21
  HOUSE            I   23.8  I   14.3  I   14.3  I   23.8  I   14.3  I    9.5  I   18.9
                   I   38.5  I   15.0  I   10.7  I   14.7  I   25.0  I   50.0  I
                   +---------+---------+---------+---------+---------+---------+
               92  I      1  I         I      1  I      2  I      1  I      1  I      6
  SENATE           I   16.7  I         I   16.7  I   33.3  I   16.7  I   16.7  I    5.4
                   I    7.7  I         I    3.6  I    5.9  I    8.3  I   25.0  I
                   +---------+---------+---------+---------+---------+---------+
               94  I         I      1  I      2  I      8  I         I         I     11
  DPI-PSEC         I         I    9.1  I   18.2  I   72.7  I         I         I    9.9
                   I         I    5.0  I    7.1  I   23.5  I         I         I
                   +---------+---------+---------+---------+---------+---------+
          COLUMN         13        20        28        34        12         4       111
           TOTAL       11.7      18.0      25.2      30.6      10.8       3.6     100.0
```

Computer program omits columns which have no responses.

2

General Education

To ensure all graduates participate in a program which promotes the aquisition of a strong general/liberal arts education, along with specialization in the major of their choosing.

(Please see reverse side for elaboration.)

A core curriculum program which (a) provides educational breadth with study in the humanities and the sciences, and (b) complements the student's intensive study in a specialized field, is essential for enhancing the continued vitality of undergraduate education as well as preparing citizens for success in an increasingly complex society and workplace. The core curriculum program should stress a well-rounded education with emphasis on graduating students with problem-solving skills, well-developed mental capabilities, humanitarian values, and an appreciation for our intellectual and cultural heritage.

Appendix C. (continued)

```
                 Q3
          COUNT I
        ROW PCT IHIGHEST  VERY     HIGH     INTER-   LOW      VERY     LOWEST    ROW
        COL PCT I         HIGH              MEDIATE           LOW                TOTAL
                I       1I       2I       3I       4I       5I       6I       7I
GROUP   --------+--------+--------+--------+--------+--------+--------+--------+
             1  I       3I       1I       4I       8I       1I       1I        I     18
  CC PRES       I    16.7I     5.6I    22.2I    44.4I     5.6I     5.6I        I   16.2
                I    50.0I    11.1I    26.7I    18.2I     5.9I     7.1I        I
                +--------+--------+--------+--------+--------+--------+--------+
             2  I       2I       4I       3I       7I       3I       1I        I     20
  CC CAO        I    10.0I    20.0I    15.0I    35.0I    15.0I     5.0I        I   18.0
                I    33.3I    44.4I    20.0I    15.9I    17.6I     7.1I        I
                +--------+--------+--------+--------+--------+--------+--------+
             3  I        I        I       1I       5I       2I       2I        I     10
  CC BRD CHR    I        I        I    10.0I    50.0I    20.0I    20.0I        I    9.0
                I        I        I     6.7I    11.4I    11.8I    14.3I        I
                +--------+--------+--------+--------+--------+--------+--------+
            11  I        I       1I       1I       4I       2I       3I       3I     14
  SU PRES       I        I     7.1I     7.1I    28.6I    14.3I    21.4I    21.4I   12.6
                I        I    11.1I     6.7I     9.1I    11.8I    21.4I    50.0I
                +--------+--------+--------+--------+--------+--------+--------+
            12  I        I        I       3I       3I       1I        I        I      7
  SU CAO        I        I        I    42.9I    42.9I    14.3I        I        I    6.3
                I        I        I    20.0I     6.8I     5.9I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
            13  I        I        I        I       3I       1I        I        I      4
  SU BRD CHR    I        I        I        I    75.0I    25.0I        I        I    3.6
                I        I        I        I     6.8I     5.9I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
            91  I       1I       1I       2I       9I       2I       4I       2I     21
  HOUSE         I     4.8I     4.8I     9.5I    42.9I     9.5I    19.0I     9.5I   18.9
                I    16.7I    11.1I    13.3I    20.5I    11.8I    28.6I    33.3I
                +--------+--------+--------+--------+--------+--------+--------+
            92  I        I       2I        I       3I        I        I       1I      6
  SENATE        I        I    33.3I        I    50.0I        I        I    16.7I    5.4
                I        I    22.2I        I     6.8I        I        I    16.7I
                +--------+--------+--------+--------+--------+--------+--------+
            94  I        I        I       1I       2I       5I       3I        I     11
  DPI-PSEC      I        I        I     9.1I    18.2I    45.5I    27.3I        I    9.9
                I        I        I     6.7I     4.5I    29.4I    21.4I        I
                +--------+--------+--------+--------+--------+--------+--------+
          COLUMN        6        9       15       44       17       14        6    111
           TOTAL      5.4      8.1     13.5     39.6     15.3     12.6      5.4  100.0
```

3

Educational Outcomes

To develop a better means of assessing the outcomes of higher education.

(Please see reverse side for elaboration.)

A set of measurable criteria to assess the educational outcomes resulting from individual participation in higher education should be established. These criteria could be used when appraising teaching, service, and research programs in colleges and universities.

Appendix C. (continued)

```
                Q4
          COUNT I
        ROW PCT IHIGHEST      VERY     HIGH   INTER-     LOW      VERY   LOWEST      ROW
        COL PCT I             HIGH            MEDIATE             LOW                TOTAL
                I       1I       2I       3I       4I       5I       6I       7I
GROUP    -------+--------+--------+--------+--------+--------+--------+--------+
              1 I        I      3 I      3 I      6 I      4 I      2 I        I     18
  CC PRES       I        I   16.7 I   16.7 I   33.3 I   22.2 I   11.1 I        I   16.2
                I        I   27.3 I   10.3 I   14.6 I   20.0 I   40.0 I        I
                +--------+--------+--------+--------+--------+--------+--------+
              2 I      1 I      1 I      6 I      5 I      7 I        I        I     20
  CC CAO        I    5.0 I    5.0 I   30.0 I   25.0 I   35.0 I        I        I   18.0
                I   33.3 I    9.1 I   20.7 I   12.2 I   35.0 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
              3 I      1 I        I      3 I      3 I      3 I        I        I     10
  CC BRD CHR    I   10.0 I        I   30.0 I   30.0 I   30.0 I        I        I    9.0
                I   33.3 I        I   10.3 I    7.3 I   15.0 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
             11 I        I        I        I     12 I      2 I        I        I     14
  SU PRES       I        I        I        I   85.7 I   14.3 I        I        I   12.6
                I        I        I        I   29.3 I   10.0 I        I        I
                +--------+--------+--------+--------+--------+--------+--------+
             12 I        I        I      4 I      1 I      1 I      1 I        I      7
  SU CAO        I        I        I   57.1 I   14.3 I   14.3 I   14.3 I        I    6.3
                I        I        I   13.8 I    2.4 I    5.0 I   20.0 I        I
                +--------+--------+--------+--------+--------+--------+--------+
             13 I        I        I      3 I        I        I      1 I        I      4
  SU BRD CHR    I        I        I   75.0 I        I        I   25.0 I        I    3.6
                I        I        I   10.3 I        I        I   20.0 I        I
                +--------+--------+--------+--------+--------+--------+--------+
             91 I      1 I      4 I      4 I      8 I      3 I      1 I        I     21
  HOUSE         I    4.8 I   19.0 I   19.0 I   38.1 I   14.3 I    4.8 I        I   18.9
                I   33.3 I   36.4 I   13.8 I   19.5 I   15.0 I   20.0 I        I
                +--------+--------+--------+--------+--------+--------+--------+
             92 I        I        I      3 I      2 I        I        I      1 I      6
  SENATE        I        I        I   50.0 I   33.3 I        I        I   16.7 I    5.4
                I        I        I   10.3 I    4.9 I        I        I   50.0 I
                +--------+--------+--------+--------+--------+--------+--------+
             94 I        I      3 I      3 I      4 I        I        I      1 I     11
  DPI-PSEC      I        I   27.3 I   27.3 I   36.4 I        I        I    9.1 I    9.9
                I        I   27.3 I   10.3 I    9.8 I        I        I   50.0 I
                +--------+--------+--------+--------+--------+--------+--------+
         COLUMN        3       11       29       41       20        5        2      111
          TOTAL      2.7      9.9     26.1     36,9     18.0      4.5      1.8    100.0
```

4

Teacher Education

To strengthen instructional preparation programs for teachers entering the school system.

(Please see reverse side for elaboration.)

K-12 teachers must receive better preparation to meet the increased demands in the classroom. Strengthening the training of teachers can serve to revitalize the entire educational system while restoring respect and support for the teaching profession.

Appendix C. (continued)

```
                  Q5
         COUNT  I
       ROW PCT  I  VERY      HIGH      INTER-    LOW       VERY      LOWEST      ROW
       COL PCT  I  HIGH                MEDIATE             LOW                 TOTAL
                I        2I        3I        4I        5I        6I        7I
GROUP   --------+---------+---------+---------+---------+---------+---------+
             1  I      2  I      2  I     10  I      2  I      2  I         I     18
  CC PRES       I   11.1  I   11.1  I   55.6  I   11.1  I   11.1  I         I   16.2
                I   18.2  I    7.4  I   20.4  I   11.8  I   33.3  I         I
                +---------+---------+---------+---------+---------+---------+
             2  I         I      2  I     10  I      5  I      3  I         I     20
  CC CAO        I         I   10.0  I   50.0  I   25.0  I   15.0  I         I   18.0
                I         I    7.4  I   20.4  I   29.4  I   50.0  I         I
                +---------+---------+---------+---------+---------+---------+
             3  I      1  I      1  I      7  I         I         I      1  I     10
  CC BRD CHR    I   10.0  I   10.0  I   70.0  I         I         I   10.0  I    9.0
                I    9.1  I    3.7  I   14.3  I         I         I  100.0  I
                +---------+---------+---------+---------+---------+---------+
            11  I         I      3  I      9  I      2  I         I         I     14
  SU PRES       I         I   21.4  I   64.3  I   14.3  I         I         I   12.6
                I         I   11.1  I   18.4  I   11.8  I         I         I
                +---------+---------+---------+---------+---------+---------+
            12  I         I      2  I      2  I      3  I         I         I      7
  SU CAO        I         I   28.6  I   28.6  I   42.9  I         I         I    6.3
                I         I    7.4  I    4.1  I   17.6  I         I         I
                +---------+---------+---------+---------+---------+---------+
            13  I         I         I      3  I      1  I         I         I      4
  SU BRD CHR    I         I         I   75.0  I   25.0  I         I         I    3.6
                I         I         I    6.1  I    5.9  I         I         I
                +---------+---------+---------+---------+---------+---------+
            91  I      7  I      6  I      5  I      3  I         I         I     21
  HOUSE         I   33.3  I   28.6  I   23.8  I   14.3  I         I         I   18.9
                I   63.6  I   22.2  I   10.2  I   17.6  I         I         I
                +---------+---------+---------+---------+---------+---------+
            92  I         I      5  I         I      1  I         I         I      6
  SENATE        I         I   83.3  I         I   16.7  I         I         I    5.4
                I         I   18.5  I         I    5.9  I         I         I
                +---------+---------+---------+---------+---------+---------+
            94  I      1  I      6  I      3  I         I      1  I         I     11
  DPI-PSEC      I    9.1  I   54.5  I   27.3  I         I    9.1  I         I    9.9
                I    9.1  I   22.2  I    6.1  I         I   16.7  I         I
                +---------+---------+---------+---------+---------+---------+
        COLUMN        11        27        49        17         6         1       111
         TOTAL       9.9      24.3      44.1      15.3       5.4        .9     100.0
```

Computer program omits columns which have no responses.

5

Financial Assistance

To expand financial assistance programs and services within institutions of higher education to provide services to increasing numbers of students in financial need.

(Please see reverse side for elaboration.)

Increasing financial assistance programs in order to promote college completion as an affordable option for any state citizen with an interest and ability to attend college is of vital importance to the state. This may involve the evaluation of current programs of financial aid, along with establishing new programs.

Appendix C. (continued)

```
                         Q6
               COUNT    I
             ROW PCT    IHIGHEST     VERY       HIGH     INTER-       LOW       VERY        ROW
             COL PCT    I            HIGH                MEDIATE                LOW         TOTAL
                        I        1I        2I        3I        4I        5I        6I
GROUP           --------+---------+---------+---------+---------+---------+---------+
                    1   I       1 I       3 I       6 I       5 I       3 I         I     18
  CC PRES               I     5.6 I    16.7 I    33.3 I    27.8 I    16.7 I         I   16.2
                        I     7.7 I    15.0 I    18.2 I    15.2 I    37.5 I         I
                        +---------+---------+---------+---------+---------+---------+
                    2   I       1 I       9 I       5 I       5 I         I         I     20
  CC CAO                I     5.0 I    45.0 I    25.0 I    25.0 I         I         I   18.0
                        I     7.7 I    45.0 I    15.2 I    15.2 I         I         I
                        +---------+---------+---------+---------+---------+---------+
                    3   I         I       2 I       2 I       4 I         I       2 I     10
  CC BRD CHR            I         I    20.0 I    20.0 I    40.0 I         I    20.0 I    9.0
                        I         I    10.0 I     6.1 I    12.1 I         I    50.0 I
                        +---------+---------+---------+---------+---------+---------+
                   11   I       1 I       3 I       8 I       2 I         I         I     14
  SU PRES               I     7.1 I    21.4 I    57.1 I    14.3 I         I         I   12.6
                        I     7.7 I    15.0 I    24.2 I     6.1 I         I         I
                        +---------+---------+---------+---------+---------+---------+
                   12   I       4 I         I       2 I       1 I         I         I      7
  SU CAO                I    57.1 I         I    28.6 I    14.3 I         I         I    6.3
                        I    30.8 I         I     6.1 I     3.0 I         I         I
                        +---------+---------+---------+---------+---------+---------+
                   13   I         I         I       2 I         I       1 I       1 I      4
  SU BRD CHR            I         I         I    50.0 I         I    25.0 I    25.0 I    3.6
                        I         I         I     6.1 I         I    12.5 I    25.0 I
                        +---------+---------+---------+---------+---------+---------+
                   91   I       1 I       1 I       5 I      12 I       2 I         I     21
  HOUSE                 I     4.8 I     4.8 I    23.8 I    57.1 I     9.5 I         I   18.9
                        I     7.7 I     5.0 I    15.2 I    36.4 I    25.0 I         I
                        +---------+---------+---------+---------+---------+---------+
                   92   I       2 I       1 I       1 I       2 I         I         I      6
  SENATE                I    33.3 I    16.7 I    16.7 I    33.3 I         I         I    5.4
                        I    15.4 I     5.0 I     3.0 I     6.1 I         I         I
                        +---------+---------+---------+---------+---------+---------+
                   94   I       3 I       1 I       2 I       2 I       2 I       1 I     11
  DPI-PSEC              I    27.3 I     9.1 I    18.2 I    18.2 I    18.2 I     9.1 I    9.9
                        I    23.1 I     5.0 I     6.1 I     6.1 I    25.0 I    25.0 I
                        +---------+---------+---------+---------+---------+---------+
              COLUMN           13        20        33        33         8         4     111
               TOTAL         11.7      18.0      29.7      29.7       7.2       3.6   100.0
```

Computer program omits columns which have no responses.

6

Undergraduate Instruction

To achieve excellence in teaching and advising throughout undergraduate education.

(Please see reverse side for elaboration.)

Investment in undergraduate teaching is a key ingredient in building a sucessful institution. Encouragement and recognition of excellence in instruction is an important element of institutional policy. Undergraduate teaching deserves a central place in the mission of higher education.

Appendix C. (continued)

```
                    Q7
            COUNT  I
          ROW PCT  IHIGHEST     VERY       HIGH      INTER-      LOW        VERY       LOWEST      ROW
          COL PCT  I            HIGH                 MEDIATE                LOW                    TOTAL
                   I        1I         2I         3I         4I         5I         6I         7I
GROUP     ---------+----------+----------+----------+----------+----------+----------+----------+
                 1 I          I      2   I      2   I      9   I      2   I      1   I      2   I      18
  CC PRES          I          I   11.1   I   11.1   I   50.0   I   11.1   I    5.6   I   11.1   I    16.2
                   I          I   28.6   I   18.2   I   29.0   I    7.4   I    7.1   I   15.4   I
                   +----------+----------+----------+----------+----------+----------+----------+
                 2 I          I      1   I      5   I      3   I      6   I      3   I      2   I      20
  CC CAO           I          I    5.0   I   25.0   I   15.0   I   30.0   I   15.0   I   10.0   I    18.0
                   I          I   14.3   I   45.5   I    9.7   I   22.2   I   21.4   I   15.4   I
                   +----------+----------+----------+----------+----------+----------+----------+
                 3 I      1   I      1   I          I      3   I      4   I          I      1   I      10
  CC BRD CHR       I   10.0   I   10.0   I          I   30.0   I   40.0   I          I   10.0   I     9.0
                   I   12.5   I   14.3   I          I    9.7   I   14.8   I          I    7.7   I
                   +----------+----------+----------+----------+----------+----------+----------+
                11 I      3   I      1   I          I      1   I      4   I      4   I      1   I      14
  SU PRES          I   21.4   I    7.1   I          I    7.1   I   28.6   I   28.6   I    7.1   I    12.6
                   I   37.5   I   14.3   I          I    3.2   I   14.8   I   28.6   I    7.7   I
                   +----------+----------+----------+----------+----------+----------+----------+
                12 I      1   I          I          I      3   I      1   I          I      2   I       7
  SU CAO           I   14.3   I          I          I   42.9   I   14.3   I          I   28.6   I     6.3
                   I   12.5   I          I          I    9.7   I    3.7   I          I   15.4   I
                   +----------+----------+----------+----------+----------+----------+----------+
                13 I      1   I          I          I      1   I      1   I      1   I          I       4
  SU BRD CHR       I   25.0   I          I          I   25.0   I   25.0   I   25.0   I          I     3.6
                   I   12.5   I          I          I    3.2   I    3.7   I    7.1   I          I
                   +----------+----------+----------+----------+----------+----------+----------+
                91 I      2   I      1   I      3   I      7   I      3   I      1   I      4   I      21
  HOUSE            I    9.5   I    4.8   I   14.3   I   33.3   I   14.3   I    4.8   I   19.0   I    18.9
                   I   25.0   I   14.3   I   27.3   I   22.6   I   11.1   I    7.1   I   30.8   I
                   +----------+----------+----------+----------+----------+----------+----------+
                92 I          I          I      1   I      1   I      3   I          I      1   I       6
  SENATE           I          I          I   16.7   I   16.7   I   50.0   I          I   16.7   I     5.4
                   I          I          I    9.1   I    3.2   I   11.1   I          I    7.7   I
                   +----------+----------+----------+----------+----------+----------+----------+
                94 I          I      1   I          I      3   I      3   I      4   I          I      11
  DPI-PSEC         I          I    9.1   I          I   27.3   I   27.3   I   36.4   I          I     9.9
                   I          I   14.3   I          I    9.7   I   11.1   I   28.6   I          I
                   +----------+----------+----------+----------+----------+----------+----------+
           COLUMN         8          7         11         31         27         14         13         111
            TOTAL       7.2        6.3        9.9       27.9       24.3       12.6       11.7       100.0
```

7

Role/Mission Clarification

To intensify the effort to clarify roles and missions of all higher educational institutions.

(Please see reverse side for elaboration.)

There is a critical need for each higher education institution to clearly define its core mission and role in reference to the variety of institutions within the state. Based upon knowledge of the key roles that each institution performs within the state of Michigan, more effective planning within the state may be undertaken.

Appendix C. (continued)

```
                         Q8
               COUNT   I
               ROW PCT IHIGHEST   VERY      HIGH      INTER-    LOW       VERY      ROW
               COL PCT I          HIGH                MEDIATE             LOW       TOTAL
                       I       1I       2I       3I       4I       5I       6I
GROUP          --------+--------+--------+--------+--------+--------+--------+
                     1 I     5  I     4  I     4  I     5  I        I        I        18
  CC PRES              I  27.8  I  22.2  I  22.2  I  27.8  I        I        I      16.2
                       I  16.7  I  19.0  I  13.8  I  21.7  I        I        I
                       +--------+--------+--------+--------+--------+--------+
                     2 I     8  I     3  I     5  I     4  I        I        I        20
  CC CAO               I  40.0  I  15.0  I  25.0  I  20.0  I        I        I      18.0
                       I  26.7  I  14.3  I  17.2  I  17.4  I        I        I
                       +--------+--------+--------+--------+--------+--------+
                     3 I     3  I     2  I     3  I        I     2  I        I        10
  CC BRD CHR           I  30.0  I  20.0  I  30.0  I        I  20.0  I        I       9.0
                       I  10.0  I   9.5  I  10.3  I        I  33.3  I        I
                       +--------+--------+--------+--------+--------+--------+
                    11 I     5  I     3  I     4  I     2  I        I        I        14
  SU PRES              I  35.7  I  21.4  I  28.6  I  14.3  I        I        I      12.6
                       I  16.7  I  14.3  I  13.8  I   8.7  I        I        I
                       +--------+--------+--------+--------+--------+--------+
                    12 I     1  I     3  I     3  I        I        I        I         7
  SU CAO               I  14.3  I  42.9  I  42.9  I        I        I        I       6.3
                       I   3.3  I  14.3  I  10.3  I        I        I        I
                       +--------+--------+--------+--------+--------+--------+
                    13 I     2  I        I     2  I        I        I        I         4
  SU BRD CHR           I  50.0  I        I  50.0  I        I        I        I       3.6
                       I   6.7  I        I   6.9  I        I        I        I
                       +--------+--------+--------+--------+--------+--------+
                    91 I     1  I     5  I     3  I     7  I     3  I     2  I        21
  HOUSE                I   4.8  I  23.8  I  14.3  I  33.3  I  14.3  I   9.5  I      18.9
                       I   3.3  I  23.8  I  10.3  I  30.4  I  50.0  I 100.0  I
                       +--------+--------+--------+--------+--------+--------+
                    92 I     2  I        I     1  I     2  I     1  I        I         6
  SENATE               I  33.3  I        I  16.7  I  33.3  I  16.7  I        I       5.4
                       I   6.7  I        I   3.4  I   8.7  I  16.7  I        I
                       +--------+--------+--------+--------+--------+--------+
                    94 I     3  I     1  I     4  I     3  I        I        I        11
  DPI-PSEC             I  27.3  I   9.1  I  36.4  I  27.3  I        I        I       9.9
                       I  10.0  I   4.8  I  13.8  I  13.0  I        I        I
                       +--------+--------+--------+--------+--------+--------+
                COLUMN      30       21       29       23        6        2       111
                 TOTAL    27.0     18.9     26.1     20.7      5.4      1.8     100.0
```

Computer program omits columns which have no responses.

8

Financial Stability

To initiate policies for stabilizing the financing of higher education institutions within the state.

(Please see reverse side for elaboration.)

Establishing a financial system which defines a minimum financial requirement for maintaining the basic mission of each institution would assure stable support for the primary programs of the colleges and universities. This approach to financial planning would allow each institution to meet changing economic conditions while providing the necessary funds for basic operation.

Appendix C. (continued)

```
                      Q8
              COUNT  I
            ROW PCT  I  VERY      HIGH     INTER-      LOW       VERY     LOWEST      ROW
            COL PCT  I  HIGH               MEDIATE               LOW                  TOTAL
                     I       2I       3I       4I       5I       6I       7I
GROUP       ---------+--------+--------+--------+--------+--------+--------+
                  1  I     1  I     2  I     6  I     5  I     2  I     2  I     18
   CC PRES           I   5.6  I  11.1  I  33.3  I  27.8  I  11.1  I  11.1  I   16.2
                     I  16.7  I  10.5  I  13.0  I  20.8  I  16.7  I  50.0  I
                     +--------+--------+--------+--------+--------+--------+
                  2  I        I     2  I     9  I     4  I     5  I        I     20
   CC CAO            I        I  10.0  I  45.0  I  20.0  I  25.0  I        I   18.0
                     I        I  10.5  I  19.6  I  16.7  I  41.7  I        I
                     +--------+--------+--------+--------+--------+--------+
                  3  I        I     2  I     3  I     3  I     1  I     1  I     10
   CC BRD CHR        I        I  20.0  I  30.0  I  30.0  I  10.0  I  10.0  I    9.0
                     I        I  10.5  I   6.5  I  12.5  I   8.3  I  25.0  I
                     +--------+--------+--------+--------+--------+--------+
                 11  I     2  I     8  I     4  I        I        I        I     14
   SU PRES           I  14.3  I  57.1  I  28.6  I        I        I        I   12.6
                     I  33.3  I  42.1  I   8.7  I        I        I        I
                     +--------+--------+--------+--------+--------+--------+
                 12  I     1  I     2  I     4  I        I        I        I      7
   SU CAO            I  14.3  I  28.6  I  57.1  I        I        I        I    6.3
                     I  16.7  I  10.5  I   8.7  I        I        I        I
                     +--------+--------+--------+--------+--------+--------+
                 13  I        I     1  I     1  I     2  I        I        I      4
   SU BRD CHR        I        I  25.0  I  25.0  I  50.0  I        I        I    3.6
                     I        I   5.3  I   2.2  I   8.3  I        I        I
                     +--------+--------+--------+--------+--------+--------+
                 91  I        I        I    11  I     5  I     4  I     1  I     21
   HOUSE             I        I        I  52.4  I  23.8  I  19.0  I   4.8  I   18.9
                     I        I        I  23.9  I  20.8  I  33.3  I  25.0  I
                     +--------+--------+--------+--------+--------+--------+
                 92  I     1  I        I     4  I     1  I        I        I      6
   SENATE            I  16.7  I        I  66.7  I  16.7  I        I        I    5.4
                     I  16.7  I        I   8.7  I   4.2  I        I        I
                     +--------+--------+--------+--------+--------+--------+
                 94  I     1  I     2  I     4  I     4  I        I        I     11
   DPI-PSEC          I   9.1  I  18.2  I  36.4  I  36.4  I        I        I    9.9
                     I  16.7  I  10.5  I   8.7  I  16.7  I        I        I
                     +--------+--------+--------+--------+--------+--------+
             COLUMN        6       19       46       24       12        4       111
              TOTAL      5.4     17.1     41.4     21.6     10.8      3.6     100.0
```

Computer program omits columns which have no responses.

9

Competitive Salaries

To make faculty salaries competitive with comparable institutions in the nation.

(Please see reverse side for elaboration.)

In order to maintain high standards of quality for the state's colleges and universities, the faculty must be compensated at levels which remain competitive among colleagues in their fields and in comparable institutions in the nation. This will enable Michigan's colleges and universities to recruit and retain top faculty to carry out the academic mission of the institutions.

Appendix C. (continued)

```
                  Q10
          COUNT  I
        ROW PCT  IHIGHEST    VERY       HIGH      INTER-     LOW        VERY      LOWEST      ROW
        COL PCT  I           HIGH                 MEDIATE               LOW                   TOTAL
                 I        1I        2I        3I        4I        5I        6I        7I
GROUP   ---------+---------+---------+---------+---------+---------+---------+---------+
              1  I       1 I       3 I       8 I       5 I       1 I         I         I     18
  CC PRES        I     5.6 I    16.7 I    44.4 I    27.8 I     5.6 I         I         I   16.2
                 I    25.0 I    23.1 I    26.7 I    15.2 I     5.3 I         I         I
                 +---------+---------+---------+---------+---------+---------+---------+
              2  I         I       3 I       6 I      10 I         I       1 I         I     20
  CC CAO         I         I    15.0 I    30.0 I    50.0 I         I     5.0 I         I   18.0
                 I         I    23.1 I    20.0 I    30.3 I         I    12.5 I         I
                 +---------+---------+---------+---------+---------+---------+---------+
              3  I         I       2 I       4 I       3 I       1 I         I         I     10
  CC BRD CHR     I         I    20.0 I    40.0 I    30.0 I    10.0 I         I         I    9.0
                 I         I    15.4 I    13.3 I     9.1 I     5.3 I         I         I
                 +---------+---------+---------+---------+---------+---------+---------+
             11  I         I         I       1 I       1 I       5 I       4 I       3 I     14
  SU PRES        I         I         I     7.1 I     7.1 I    35.7 I    28.6 I    21.4 I   12.6
                 I         I         I     3.3 I     3.0 I    26.3 I    50.0 I    75.0 I
                 +---------+---------+---------+---------+---------+---------+---------+
             12  I         I         I         I       2 I       3 I       1 I       1 I      7
  SU CAO         I         I         I         I    28.6 I    42.9 I    14.3 I    14.3 I    6.3
                 I         I         I         I     6.1 I    15.8 I    12.5 I    25.0 I
                 +---------+---------+---------+---------+---------+---------+---------+
             13  I         I         I       1 I       1 I         I       2 I         I      4
  SU BRD CHR     I         I         I    25.0 I    25.0 I         I    50.0 I         I    3.6
                 I         I         I     3.3 I     3.0 I         I    25.0 I         I
                 +---------+---------+---------+---------+---------+---------+---------+
             91  I       3 I       2 I       7 I       5 I       4 I         I         I     21
  HOUSE          I    14.3 I     9.5 I    33.3 I    23.8 I    19.0 I         I         I   18.9
                 I    75.0 I    15.4 I    23.3 I    15.2 I    21.1 I         I         I
                 +---------+---------+---------+---------+---------+---------+---------+
             92  I         I         I         I       3 I       3 I         I         I      6
  SENATE         I         I         I         I    50.0 I    50.0 I         I         I    5.4
                 I         I         I         I     9.1 I    15.8 I         I         I
                 +---------+---------+---------+---------+---------+---------+---------+
             94  I         I       3 I       3 I       3 I       2 I         I         I     11
  DPI-PSEC       I         I    27.3 I    27.3 I    27.3 I    18.2 I         I         I    9.9
                 I         I    23.1 I    10.0 I     9.1 I    10.5 I         I         I
                 +---------+---------+---------+---------+---------+---------+---------+
         COLUMN          4        13        30        33        19         8         4      111
          TOTAL        3.6      11.7      27.0      29.7      17.1       7.2       3.6    100.0
```

10

Job Training

To increase the role played by community colleges and others in providing job training programs that meet emerging economic and social needs.

(Please see reverse side for elaboration.)

Community colleges and other interested institutions need support to increase their role in providing job training and re-training for Michigan's workers. Increased job training programs are essential for the state to meet special workforce needs for current and projected employment, particularly for workers in the technological and industrial areas.

Appendix C. (continued)

```
                  Q11
         COUNT    I
       ROW PCT    IHIGHEST   VERY      HIGH      INTER-    LOW       VERY      LOWEST       ROW
       COL PCT    I          HIGH                MEDIATE             LOW                   TOTAL
                  I        1I        2I        3I        4I        5I        6I        7I
GROUP    ---------+---------+---------+---------+---------+---------+---------+---------+
               1  I       1 I       1 I         I       2 I       7 I       3 I       4 I     18
  CC PRES         I     5.6 I     5.6 I         I    11.1 I    38.9 I    16.7 I    22.2 I   16.2
                  I    25.0 I    33.3 I         I     6.5 I    20.6 I    14.3 I    30.8 I
                  +---------+---------+---------+---------+---------+---------+---------+
               2  I       1 I         I       2 I       6 I       4 I       4 I       3 I     20
  CC CAO          I     5.0 I         I    10.0 I    30.0 I    20.0 I    20.0 I    15.0 I   18.0
                  I    25.0 I         I    40.0 I    19.4 I    11.8 I    19.0 I    23.1 I
                  +---------+---------+---------+---------+---------+---------+---------+
               3  I       2 I         I         I         I       5 I       2 I       1 I     10
  CC BRD CHR      I    20.0 I         I         I         I    50.0 I    20.0 I    10.0 I    9.0
                  I    50.0 I         I         I         I    14.7 I     9.5 I     7.7 I
                  +---------+---------+---------+---------+---------+---------+---------+
              11  I         I         I         I       3 I       2 I       7 I       2 I     14
  SU PRES         I         I         I         I    21.4 I    14.3 I    50.0 I    14.3 I   12.6
                  I         I         I         I     9.7 I     5.9 I    33.3 I    15.4 I
                  +---------+---------+---------+---------+---------+---------+---------+
              12  I         I         I         I       2 I       3 I       2 I         I      7
  SU CAO          I         I         I         I    28.6 I    42.9 I    28.6 I         I    6.3
                  I         I         I         I     6.5 I     8.8 I     9.5 I         I
                  +---------+---------+---------+---------+---------+---------+---------+
              13  I         I         I         I       4 I         I         I         I      4
  SU BRD CHR      I         I         I         I   100.0 I         I         I         I    3.6
                  I         I         I         I    12.9 I         I         I         I
                  +---------+---------+---------+---------+---------+---------+---------+
              91  I         I       2 I       2 I       8 I       7 I       1 I       1 I     21
  HOUSE           I         I     9.5 I     9.5 I    38.1 I    33.3 I     4.8 I     4.8 I   18.9
                  I         I    66.7 I    40.0 I    25.8 I    20.6 I     4.8 I     7.7 I
                  +---------+---------+---------+---------+---------+---------+---------+
              92  I         I         I       1 I       2 I       2 I       1 I         I      6
  SENATE          I         I         I    16.7 I    33.3 I    33.3 I    16.7 I         I    5.4
                  I         I         I    20.0 I     6.5 I     5.9 I     4.8 I         I
                  +---------+---------+---------+---------+---------+---------+---------+
              94  I         I         I         I       4 I       4 I       1 I       2 I     11
  DPI-PSEC        I         I         I         I    36.4 I    36.4 I     9.1 I    18.2 I    9.9
                  I         I         I         I    12.9 I    11.8 I     4.8 I    15.4 I
                  +---------+---------+---------+---------+---------+---------+---------+
          COLUMN          4         3         5        31        34        21        13      111
           TOTAL        3.6       2.7       4.5      27.9      30.6      18.9      11.7    100.0
```

11

Collaborative Planning

To strengthen development of collaborative planning within the higher education community for meeting high-priority needs within the state.

(Please see reverse side for elaboration.)

A mechanism within the state higher education community capable of enhancing collaborative planning for the 1990's is needed. This long-range planning process would enable Michigan's colleges and universities to coordinate timely and successful approaches to problems within the state.

Appendix C. (continued)

```
                      Q12
               COUNT I
             ROW PCT IHIGHEST  VERY     HIGH     INTER-   LOW      VERY     LOWEST       ROW
             COL PCT I         HIGH              MEDIATE           LOW                 TOTAL
                     I       1I       2I       3I       4I       5I       6I       7I
GROUP        --------+--------+--------+--------+--------+--------+--------+--------+
                   1 I      1 I      1 I      2 I     10 I      3 I      1 I        I       18
  CC PRES            I    5.6 I    5.6 I   11.1 I   55.6 I   16.7 I    5.6 I        I     16.2
                     I   20.0 I    6.7 I    8.0 I   24.4 I   15.8 I   20.0 I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                   2 I        I      1 I      5 I      8 I      5 I        I      1 I       20
  CC CAO             I        I    5.0 I   25.0 I   40.0 I   25.0 I        I    5.0 I     18.0
                     I        I    6.7 I   20.0 I   19.5 I   26.3 I        I  100.0 I
             --------+--------+--------+--------+--------+--------+--------+--------+
                   3 I        I        I      5 I      4 I      1 I        I        I       10
  CC BRD CHR         I        I        I   50.0 I   40.0 I   10.0 I        I        I      9.0
                     I        I        I   20.0 I    9.8 I    5.3 I        I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  11 I      1 I      4 I      3 I      3 I      3 I        I        I       14
  SU PRES            I    7.1 I   28.6 I   21.4 I   21.4 I   21.4 I        I        I     12.6
                     I   20.0 I   26.7 I   12.0 I    7.3 I   15.8 I        I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  12 I        I      2 I        I      5 I        I        I        I        7
  SU CAO             I        I   28.6 I        I   71.4 I        I        I        I      6.3
                     I        I   13.3 I        I   12.2 I        I        I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  13 I        I      1 I      1 I      1 I      1 I        I        I        4
  SU BRD CHR         I        I   25.0 I   25.0 I   25.0 I   25.0 I        I        I      3.6
                     I        I    6.7 I    4.0 I    2.4 I    5.3 I        I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  91 I      2 I      2 I      6 I      5 I      3 I      3 I        I       21
  HOUSE              I    9.5 I    9.5 I   28.6 I   23.8 I   14.3 I   14.3 I        I     18.9
                     I   40.0 I   13.3 I   24.0 I   12.2 I   15.8 I   60.0 I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  92 I        I      1 I      2 I      2 I      1 I        I        I        6
  SENATE             I        I   16.7 I   33.3 I   33.3 I   16.7 I        I        I      5.4
                     I        I    6.7 I    8.0 I    4.9 I    5.3 I        I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
                  94 I      1 I      3 I      1 I      3 I      2 I      1 I        I       11
  DPI-PSEC           I    9.1 I   27.3 I    9.1 I   27.3 I   18.2 I    9.1 I        I      9.9
                     I   20.0 I   20.0 I    4.0 I    7.3 I   10.5 I   20.0 I        I
             --------+--------+--------+--------+--------+--------+--------+--------+
              COLUMN        5       15       25       41       19        5        1        111
               TOTAL      4.5     13.5     22.5     36.9     17.1      4.5       .9      100.0
```

12

College Accessibility

To confirm equal opportunity for college attendance for all citizens of the state.

(Please see reverse side for elaboration.)

Under-represented students, including minorities and people with handicaps, should be assured equal access to higher education facilities and programs. Special efforts and outreach programs to these populations are necessary in assuring their full participation in higher education.

Appendix C. (continued)

```
                 Q13
         COUNT   I
         ROW PCT IHIGHEST    VERY       HIGH     INTER-      LOW        VERY      LOWEST      ROW
         COL PCT I           HIGH                MEDIATE                LOW                  TOTAL
                 I       1I         2I        3I        4I         5I         6I        7I
GROUP    --------+---------+----------+---------+---------+----------+----------+---------+
                1 I        I          I       3 I       8 I        3 I        3 I       1 I     18
  CC PRES         I        I          I    16.7 I    44.4 I     16.7 I     16.7 I     5.6 I   16.2
                  I        I          I    25.0 I    18.2 I     15.8 I     15.0 I    11.1 I
                 +---------+----------+---------+---------+----------+----------+---------+
                2 I        I          I       1 I       7 I        6 I        3 I       3 I     20
  CC CAO          I        I          I     5.0 I    35.0 I     30.0 I     15.0 I    15.0 I   18.0
                  I        I          I     8.3 I    15.9 I     31.6 I     15.0 I    33.3 I
                 +---------+----------+---------+---------+----------+----------+---------+
                3 I        I        2 I         I       5 I        1 I        1 I       1 I     10
  CC BRD CHR      I        I     20.0 I         I    50.0 I     10.0 I     10.0 I    10.0 I    9.0
                  I        I     33.3 I         I    11.4 I      5.3 I      5.0 I    11.1 I
                 +---------+----------+---------+---------+----------+----------+---------+
               11 I        I          I       4 I       7 I        3 I          I         I     14
  SU PRES         I        I          I    28.6 I    50.0 I     21.4 I          I         I   12.6
                  I        I          I    33.3 I    15.9 I     15.8 I          I         I
                 +---------+----------+---------+---------+----------+----------+---------+
               12 I        I          I       3 I       3 I          I        1 I         I      7
  SU CAO          I        I          I    42.9 I    42.9 I          I     14.3 I         I    6.3
                  I        I          I    25.0 I     6.8 I          I      5.0 I         I
                 +---------+----------+---------+---------+----------+----------+---------+
               13 I      1 I        1 I         I       1 I          I        1 I         I      4
  SU BRD CHR      I   25.0 I     25.0 I         I    25.0 I          I     25.0 I         I    3.6
                  I  100.0 I     16.7 I         I     2.3 I          I      5.0 I         I
                 +---------+----------+---------+---------+----------+----------+---------+
               91 I        I        2 I         I       7 I        4 I        5 I       3 I     21
  HOUSE           I        I      9.5 I         I    33.3 I     19.0 I     23.8 I    14.3 I   18.9
                  I        I     33.3 I         I    15.9 I     21.1 I     25.0 I    33.3 I
                 +---------+----------+---------+---------+----------+----------+---------+
               92 I        I          I       1 I       2 I          I        3 I         I      6
  SENATE          I        I          I    16.7 I    33.3 I          I     50.0 I         I    5.4
                  I        I          I     8.3 I     4.5 I          I     15.0 I         I
                 +---------+----------+---------+---------+----------+----------+---------+
               94 I        I        1 I         I       4 I        2 I        3 I       1 I     11
  DPI-PSEC        I        I      9.1 I         I    36.4 I     18.2 I     27.3 I     9.1 I    9.9
                  I        I     16.7 I         I     9.1 I     10.5 I     15.0 I    11.1 I
                 +---------+----------+---------+---------+----------+----------+---------+
           COLUMN        1          6        12        44         19         20         9      111
           TOTAL        .9        5.4      10.8      39.6       17.1       18.0       8.1    100.0
```

13

Affirmative Action

To strengthen programs that provide equal access to faculty and administrative positions within Michigan's higher education.

(Please see reverse side for elaboration.)

Special efforts must be made to remove barriers to the participation of protected classes (women, minorities, people with handicaps, etc.) within higher education. Additional attention needs to be given to the development of programs to recruit and promote these protected classes for faculty and staff positions within the state's colleges and universities.

Appendix C. (continued)

GROUP	Q14 COUNT ROW PCT COL PCT	HIGHEST 1	VERY HIGH 2	HIGH 3	INTER-MEDIATE 4	LOW 5	VERY LOW 6	LOWEST 7	ROW TOTAL
CC PRES	1		5 27.8 33.3	7 38.9 29.2	5 27.8 11.4	1 5.6 6.7			18 16.2
CC CAO	2	1 5.0 50.0	3 15.0 20.0	3 15.0 12.5	12 60.0 27.3	1 5.0 6.7			20 18.0
CC BRD CHR	3		3 30.0 20.0	3 30.0 12.5	2 20.0 4.5	2 20.0 13.3			10 9.0
SU PRES	11		2 14.3 13.3	2 14.3 8.3	5 35.7 11.4	5 35.7 33.3			14 12.6
SU CAO	12				5 71.4 11.4		1 14.3 14.3	1 14.3 25.0	7 6.3
SU BRD CHR	13				3 75.0 6.8	1 25.0 6.7			4 3.6
HOUSE	91		1 4.8 6.7	5 23.8 20.8	7 33.3 15.9	1 4.8 6.7	5 23.8 71.4	2 9.5 50.0	21 18.9
SENATE	92				2 33.3 4.5	2 33.3 13.3	1 16.7 14.3	1 16.7 25.0	6 5.4
DPI-PSEC	94	1 9.1 50.0	1 9.1 6.7	4 36.4 16.7	3 27.3 6.8	2 18.2 13.3			11 9.9
	COLUMN TOTAL	2 1.8	15 13.5	24 21.6	44 39.6	15 13.5	7 6.3	4 3.6	111 100.0

14

Student Retention

To emphasize programs that identify potential student drop-outs and improve retention and completion rates.

(Please see reverse side for elaboration.)

College accessibility includes the provision of programs for retaining students who are potential drop-outs. Early identification of these students, along with successful retention programs, are desirable.

Appendix C. (continued)

```
                          Q15
               COUNT   I
               ROW PCT IHIGHEST   VERY      HIGH      INTER-    LOW       VERY      LOWEST     ROW
               COL PCT I          HIGH                MEDIATE             LOW                 TOTAL
                       I        1I        2I        3I        4I        5I        6I        7I
GROUP          --------+---------+---------+---------+---------+---------+---------+---------+
                     1 I         I       1 I       1 I       8 I       6 I       1 I       1 I      18
  CC PRES              I         I     5.6 I     5.6 I    44.4 I    33.3 I     5.6 I     5.6 I    16.2
                       I         I    12.5 I     7.7 I    16.3 I    23.1 I     8.3 I    50.0 I
                       +---------+---------+---------+---------+---------+---------+---------+
                     2 I         I       1 I       4 I      11 I       3 I       1 I         I      20
  CC CAO               I         I     5.0 I    20.0 I    55.0 I    15.0 I     5.0 I         I    18.0
                       I         I    12.5 I    30.8 I    22.4 I    11.5 I     8.3 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                     3 I         I       1 I       1 I       6 I       1 I       1 I         I      10
  CC BRD CHR           I         I    10.0 I    10.0 I    60.0 I    10.0 I    10.0 I         I     9.0
                       I         I    12.5 I     7.7 I    12.2 I     3.8 I     8.3 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    11 I         I         I         I       5 I       5 I       4 I         I      14
  SU PRES              I         I         I         I    35.7 I    35.7 I    28.6 I         I    12.6
                       I         I         I         I    10.2 I    19.2 I    33.3 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    12 I         I         I         I       5 I       1 I       1 I         I       7
  SU CAO               I         I         I         I    71.4 I    14.3 I    14.3 I         I     6.3
                       I         I         I         I    10.2 I     3.8 I     8.3 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    13 I         I         I       1 I       1 I       1 I       1 I         I       4
  SU BRD CHR           I         I         I    25.0 I    25.0 I    25.0 I    25.0 I         I     3.6
                       I         I         I     7.7 I     2.0 I     3.8 I     8.3 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    91 I         I       2 I       5 I       8 I       4 I       2 I         I      21
  HOUSE                I         I     9.5 I    23.8 I    38.1 I    19.0 I     9.5 I         I    18.9
                       I         I    25.0 I    38.5 J    16.3 I    15.4 I    16.7 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    92 I         I       2 I         I       1 I       3 I         I         I       6
  SENATE               I         I    33.3 I         I    16.7 I    50.0 I         I         I     5.4
                       I         I    25.0 I         I     2.0 I    11.5 I         I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    94 I       1 I       1 I       1 I       4 I       2 I       1 I       1 I      11
  DPI-PSEC             I     9.1 I     9.1 I     9.1 I    36.4 I    18.2 I     9.1 I     9.1 I     9.9
                       I   100.0 I    12.5 I     7.7 I     8.2 I     7.7 I     8.3 I    50.0 I
                       +---------+---------+---------+---------+---------+---------+---------+
               COLUMN          1         8        13        49        26        12         2       111
                TOTAL         .9       7.2      11.7      44.1      23.4      10.8       1.8     100.0
```

15

Career Planning

To provide programs that will enable students to develop well-conceived career/life plans.

(Please see reverse side for elaboration.)

Development of career/life planning opportunities and support services that enhance student success are crucial for accomodating on-going career planning for students. These programs might include providing increased access to career planning and placement services, counselors, career libraries, conferences and seminars on career planning.

Appendix C. (continued)

```
                        Q16
                 COUNT I
               ROW PCT IHIGHEST    VERY       HIGH    INTER-      LOW      VERY       ROW
               COL PCT I           HIGH               MEDIATE              LOW       TOTAL
                       I        1I        2I        3I        4I        5I        6I
GROUP          --------+---------+---------+---------+---------+---------+---------+
                     1 I       2 I       5 I       4 I       4 I       3 I         I     18
  CC PRES              I    11.1 I    27.8 I    22.2 I    22.2 I    16.7 I         I   16.2
                       I    20.0 I    14.3 I    14.3 I    16.0 I    25.0 I         I
                       +---------+---------+---------+---------+---------+---------+
                     2 I       3 I       6 I       6 I       3 I       2 I         I     20
  CC CAO               I    15.0 I    30.0 I    30.0 I    15.0 I    10.0 I         I   18.0
                       I    30.0 I    17.1 I    21.4 I    12.0 I    16.7 I         I
                       +---------+---------+---------+---------+---------+---------+
                     3 I       1 I       1 I       4 I       2 I       1 I       1 I     10
  CC BRD CHR           I    10.0 I    10.0 I    40.0 I    20.0 I    10.0 I    10.0 I    9.0
                       I    10.0 I     2.9 I    14.3 I     8.0 I     8.3 I   100.0 I
                       +---------+---------+---------+---------+---------+---------+
                    11 I       3 I       9 I       2 I         I         I         I     14
  SU PRES              I    21.4 I    64.3 I    14.3 I         I         I         I   12.6
                       I    30.0 I    25.7 I     7.1 I         I         I         I
                       +---------+---------+---------+---------+---------+---------+
                    12 I       1 I       4 I       2 I         I         I         I      7
  SU CAO               I    14.3 I    57.1 I    28.6 I         I         I         I    6.3
                       I    10.0 I    11.4 I     7.1 I         I         I         I
                       +---------+---------+---------+---------+---------+---------+
                    13 I         I       2 I       2 I         I         I         I      4
  SU BRD CHR           I         I    50.0 I    50.0 I         I         I         I    3.6
                       I         I     5.7 I     7.1 I         I         I         I
                       +---------+---------+---------+---------+---------+---------+
                    91 I         I       3 I       3 I      11 I       4 I         I     21
  HOUSE                I         I    14.3 I    14.3 I    52.4 I    19.0 I         I   18.9
                       I         I     8.6 I    10.7 I    44.0 I    33.3 I         I
                       +---------+---------+---------+---------+---------+---------+
                    92 I         I       3 I       1 I       2 I         I         I      6
  SENATE               I         I    50.0 I    16.7 I    33.3 I         I         I    5.4
                       I         I     8.6 I     3.6 I     8.0 I         I         I
                       +---------+---------+---------+---------+---------+---------+
                    94 I         I       2 I       4 I       3 I       2 I         I     11
  DPI-PSEC             I         I    18.2 I    36.4 I    27.3 I    18.2 I         I    9.9
                       I         I     5.7 I    14.3 I    12.0 I    16.7 I         I
                       +---------+---------+---------+---------+---------+---------+
                COLUMN       10        35        28        25        12         1      111
                 TOTAL      9.0      31.5      25.2      22.5      10.8        .9    100.0
```

Computer program omits columns which have no responses.

16

Faculty Excellence

To attract and retain faculty who are leaders in teaching, research, and service.

(Please see reverse side for elaboration.)

One means to maintain academic excellence is through the maintenance of high quality faculty in the state's universities and colleges. A mechanism must be developed for attracting, retaining, and motivating faculty toward academic excellence in research, teaching, and service. Staff development programs should stimulate faculty contributions to their institutions, profession, society-at-large, and to their own personal development.

Appendix C. (continued)

```
                   Q17
           COUNT  I
         ROW PCT  I  HIGH     INTER-       LOW       VERY      LOWEST      ROW
         COL PCT  I           MEDIATE                LOW                   TOTAL
                  I        3I        4I        5I        6I        7I
GROUP    ---------+--------+---------+---------+---------+---------+
                1 I      1 I       5 I       8 I       3 I       1 I      18
  CC PRES         I    5.6 I    27.8 I    44.4 I    16.7 I     5.6 I    16.2
                  I    6.3 I    16.7 I    21.6 I    15.0 I    12.5 I
                  +--------+---------+---------+---------+---------+
                2 I        I       6 I       8 I       6 I         I      20
  CC CAO          I        I    30.0 I    40.0 I    30.0 I         I    18.0
                  I        I    20.0 I    21.6 I    30.0 I         I
                  +--------+---------+---------+---------+---------+
                3 I        I       4 I       2 I       2 I       2 I      10
  CC BRD CHR      I        I    40.0 I    20.0 I    20.0 I    20.0 I     9.0
                  I        I    13.3 I     5.4 I    10.0 I    25.0 I
                  +--------+---------+---------+---------+---------+
               11 I      4 I       5 I       4 I       1 I         I      14
  SU PRES         I   28.6 I    35.7 I    28.6 I     7.1 I         I    12.6
                  I   25.0 I    16.7 I    10.8 I     5.0 I         I
                  +--------+---------+---------+---------+---------+
               12 I      1 I       1 I       1 I       2 I       2 I       7
  SU CAO          I   14.3 I    14.3 I    14.3 I    28.6 I    28.6 I     6.3
                  I    6.3 I     3.3 I     2.7 I    10.0 I    25.0 I
                  +--------+---------+---------+---------+---------+
               13 I      1 I       1 I       1 I         I       1 I       4
  SU BRD CHR      I   25.0 I    25.0 I    25.0 I         I    25.0 I     3.6
                  I    6.3 I     3.3 I     2.7 I         I    12.5 I
                  +--------+---------+---------+---------+---------+
               91 I      6 I       2 I       9 I       4 I         I      21
  HOUSE           I   28.6 I     9.5 I    42.9 I    19.0 I         I    18.9
                  I   37.5 I     6.7 I    24.3 I    20.0 I         I
                  +--------+---------+---------+---------+---------+
               92 I      1 I       3 I         I       1 I       1 I       6
  SENATE          I   16.7 I    50.0 I         I    16.7 I    16.7 I     5.4
                  I    6.3 I    10.0 I         I     5.0 I    12.5 I
                  +--------+---------+---------+---------+---------+
               94 I      2 I       3 I       4 I       1 I       1 I      11
  DPI-PSEC        I   18.2 I    27.3 I    36.4 I     9.1 I     9.1 I     9.9
                  I   12.5 I    10.0 I    10.8 I     5.0 I    12.5 I
                  +--------+---------+---------+---------+---------+
           COLUMN       16        30        37        20         8       111
            TOTAL     14.4      27.0      33.3      18.0       7.2     100.0
```

17

Public Service

To increase the incentives for higher education to participate in joint programs with local communities.

(Please see reverse side for elaboration.)

Public service programs that address work on crises in health, urban deterioration, agriculture, and education within the state should be stipulated by Michigan's higher education institutions. The focus of their efforts should be to transmitt knowledge and technological expertise for Michigan's communities facing critical problems.

Appendix C. (continued)

```
                       Q18
                 COUNT I
               ROW PCT IHIGHEST   VERY      HIGH    INTER-      LOW       VERY     LOWEST     ROW
               COL PCT I             HIGH              MEDIATE              LOW                 TOTAL
                       I        1I        2I        3I        4I        5I        6I        7I
GROUP          --------+---------+---------+---------+---------+---------+---------+---------+
                     1 I         I         I       1 I       2 I       7 I       6 I       2 I    18
  CC PRES              I         I         I     5.6 I    11.1 I    38.9 I    33.3 I    11.1 I  16.2
                       I         I         I    10.0 I     8.0 I    17.1 I    27.3 I    25.0 I
                       +---------+---------+---------+---------+---------+---------+---------+
                     2 I         I         I       1 I       4 I       7 I       7 I       1 I    20
  CC CAO               I         I         I     5.0 I    20.0 I    35.0 I    35.0 I     5.0 I  18.0
                       I         I         I    10.0 I    16.0 I    17.1 I    31.8 I    12.5 I
                       +---------+---------+---------+---------+---------+---------+---------+
                     3 I         I         I       1 I       3 I       4 I       1 I       1 I    10
  CC BRD CHR           I         I         I    10.0 I    30.0 I    40.0 I    10.0 I    10.0 I   9.0
                       I         I         I    10.0 I    12.0 I     9.8 I     4.5 I    12.5 I
                       +---------+---------+---------+---------+---------+---------+---------+
                    11 I         I         I       1 I       5 I       3 I       3 I       2 I    14
  SU PRES              I         I         I     7.1 I    35.7 I    21.4 I    21.4 I    14.3 I  12.6
                       I         I         I    10.0 I    20.0 I     7.3 I    13.6 I    25.0 I
                       +---------+---------+---------+---------+---------+---------+---------+
                    12 I         I         I         I       1 I       5 I       1 I         I     7
  SU CAO               I         I         I         I    14.3 I    71.4 I    14.3 I         I   6.3
                       I         I         I         I     4.0 I    12.2 I     4.5 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    13 I         I         I       1 I       1 I       1 I         I       1 I     4
  SU BRD CHR           I         I         I    25.0 I    25.0 I    25.0 I         I    25.0 I   3.6
                       I         I         I    10.0 I     4.0 I     2.4 I         I    12.5 I
                       +---------+---------+---------+---------+---------+---------+---------+
                    91 I       2 I       3 I       2 I       5 I       8 I       1 I         I    21
  HOUSE                I     9.5 I    14.3 I     9.5 I    23.8 I    38.1 I     4.8 I         I  18.9
                       I   100.0 I   100.0 I    20.0 I    20.0 I    19.5 I     4.5 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                    92 I         I         I       3 I       1 I       1 I       1 I         I     6
  SENATE               I         I         I    50.0 I    16.7 I    16.7 I    16.7 I         I   5.4
                       I         I         I    30.0 I     4.0 I     2.4 I     4.5 I         I
                       +---------+---------+---------+---------+---------+---------+---------+
                  • 94 I         I         I         I       3 I       5 I       2 I       1 I    11
  DPI-PSEC             I         I         I         I    27.3 I    45.5 I    18.2 I     9.1 I   9.9
                       I         I         I         I    12.0 I    12.2 I     9.1 I    12.5 I
                       +---------+---------+---------+---------+---------+---------+---------+
                COLUMN         2         3        10        25        41        22         8     111
                 TOTAL       1.8       2.7       9.0      22.5      36.9      19.8       7.2   100.0
```

18

Statewide Networking

To strengthen networks linking research information from higher education with the business community and public agencies of Michigan.

(Please see reverse side for elaboration.)

Increased sharing of the knowledge, research, resources, and expertise within institutions of higher education with other members of the professional and business communities within the state would be beneficial to all concerned. "Networks" linking these groups are essential for making this information easily accessible and would assist in the prombtion of human and economic development within the state.

Appendix C. (continued)

```
               Q19
        COUNT  I
      ROW PCT  I VERY     HIGH    INTER-    LOW      VERY     LOWEST     ROW
      COL PCT  I HIGH             MEDIATE            LOW                 TOTAL
               I       2I       3I       4I       5I       6I       7I
GROUP   -------+--------+--------+--------+--------+--------+--------+
             1 I        I      3 I      3 I      7 I      4 I      1 I     18
  CC PRES      I        I   16.7 I   16.7 I   38.9 I   22.2 I    5.6 I   16.2
               I        I   14.3 I    8.3 I   21.2 I   36.4 I   16.7 I
               +--------+--------+--------+--------+--------+--------+
             2 I        I      1 I      4 I      9 I      3 I      3 I     20
  CC CAO       I        I    5.0 I   20.0 I   45.0 I   15.0 I   15.0 I   18.0
               I        I    4.8 I   11.1 I   27.3 I   27.3 I   50.0 I
               +--------+--------+--------+--------+--------+--------+
             3 I      1 I        I      3 I      4 I      2 I        I     10
  CC BRD CHR   I   10.0 I        I   30.0 I   40.0 I   20.0 I        I    9.0
               I   25.0 I        I    8.3 I   12.1 I   18.2 I        I
               +--------+--------+--------+--------+--------+--------+
            11 I        I      6 I      3 I      5 I        I        I     14
  SU PRES      I        I   42.9 I   21.4 I   35.7 I        I        I   12.6
               I        I   28.6 I    8.3 I   15.2 I        I        I
               +--------+--------+--------+--------+--------+--------+
            12 I        I      1 I      3 I      1 I      2 I        I      7
  SU CAO       I        I   14.3 I   42.9 I   14.3 I   28.6 I        I    6.3
               I        I    4.8 I    8.3 I    3.0 I   18.2 I        I
               +--------+--------+--------+--------+--------+--------+
            13 I      1 I      1 I      1 I      1 I        I        I      4
  SU BRD CHR   I   25.0 I   25.0 I   25.0 I   25.0 I        I        I    3.6
               I   25.0 I    4.8 I    2.8 I    3.0 I        I        I
               +--------+--------+--------+--------+--------+--------+
            91 I      2 I      4 I      8 I      6 I        I      1 I     21
  HOUSE        I    9.5 I   19.0 I   38.1 I   28.6 I        I    4.8 I   18.9
               I   50.0 I   19.0 I   22.2 I   18.2 I        I   16.7 I
               +--------+--------+--------+--------+--------+--------+
            92 I        I      3 I      3 I        I        I        I      6
  SENATE       I        I   50.0 I   50.0 I        I        I        I    5.4
               I        I   14.3 I    8.3 I        I        I        I
               +--------+--------+--------+--------+--------+--------+
            94 I        I      2 I      8 I        I        I      1 I     11
  DPI-PSEC     I        I   18.2 I   72.7 I        I        I    9.1 I    9.9
               I        I    9.5 I   22.2 I        I        I   16.7 I
               +--------+--------+--------+--------+--------+--------+
        COLUMN        4       21       36       33       11        6     111
         TOTAL      3.6     18.9     32.4     29.7      9.9      5.4   100.0
```

19

Technology Development

To increase funding for research and technology development.

(Please see reverse side for elaboration.)

A commitment must be made to increase funding and provide incentives for universities to develop their basic research and specialized technology capabilities as a means of strengthening Michigan's leadership in high technology.

Appendix C. (continued)

```
                           Q20
                 COUNT   I
               ROW PCT   I   HIGH     INTER-      LOW        VERY      LOWEST      ROW
               COL PCT   I            MEDIATE                LOW                   TOTAL
                         I        3I        4I        5I        6I        7I
GROUP          ----------+---------+---------+---------+---------+---------+
                      1  I         I      7  I      4  I      4  I      3  I      18
  CC PRES                I         I   38.9  I   22.2  I   22.2  I   16.7  I    16.2
                         I         I   22.6  I   15.4  I   17.4  I   13.0  I
                         +---------+---------+---------+---------+---------+
                      2  I         I      6  I      4  I      3  I      7  I      20
  CC CAO                 I         I   30.0  I   20.0  I   15.0  I   35.0  I    18.0
                         I         I   19.4  I   15.4  I   13.0  I   30.4  I
                         +---------+---------+---------+---------+---------+
                      3  I         I      5  I      1  I      2  I      2  I      10
  CC BRD CHR             I         I   50.0  I   10.0  I   20.0  I   20.0  I     9.0
                         I         I   16.1  I    3.8  I    8.7  I    8.7  I
                         +---------+---------+---------+---------+---------+
                     11  I      4  I      7  I      1  I      2  I         I      14
  SU PRES                I   28.6  I   50.0  I    7.1  I   14.3  I         I    12.6
                         I   50.0  I   22.6  I    3.8  I    8.7  I         I
                         +---------+---------+---------+---------+---------+
                     12  I      1  I         I      4  I      2  I         I       7
  SU CAO                 I   14.3  I         I   57.1  I   28.6  I         I     6.3
                         I   12.5  I         I   15.4  I    8.7  I         I
                         +---------+---------+---------+---------+---------+
                     13  I         I         I      2  I      1  I      1  I       4
  SU BRD CHR             I         I         I   50.0  I   25.0  I   25.0  I     3.6
                         I         I         I    7.7  I    4.3  I    4.3  I
                         +---------+---------+---------+---------+---------+
                     91  I      2  I      3  I      4  I      5  I      7  I      21
  HOUSE                  I    9.5  I   14.3  I   19.0  I   23.8  I   33.3  I    18.9
                         I   25.0  I    9.7  I   15.4  I   21.7  I   30.4  I
                         +---------+---------+---------+---------+---------+
                     92  I         I      1  I      3  I      1  I      1  I       6
  SENATE                 I         I   16.7  I   50.0  I   16.7  I   16.7  I     5.4
                         I         I    3.2  I   11.5  I    4.3  I    4.3  I
                         +---------+---------+---------+---------+---------+
                     94  I      1  I      2  I      3  I      3  I      2  I      11
  DPI-PSEC               I    9.1  I   18.2  I   27.3  I   27.3  I   18.2  I     9.9
                         I   12.5  I    6.5  I   11.5  I   13.0  I    8.7  I
                         +---------+---------+---------+---------+---------+
                 COLUMN         8        31        26        23        23        111
                  TOTAL       7.2      27.9      23.4      20.7      20.7      100.0
```

20

Student Life

To assess and strengthen the quality of student life on each campus.

(Please see reverse side for elaboration.)

In addition to an educational experience that includes on-going interaction between students, faculty, and staff; students need a variety of campus resources and support services to assist them in obtaining a successful educational experience. These campus resources include professional counselors, residential living programs, effective life skill programs, and a variety of opportunities for personal development.

ERIC Clearinghouse for
Junior Colleges
DEC 01 1989

Appendix C. (continued)

```
                 Q21
        COUNT  I
      ROW PCT  IHIGHEST   VERY      HIGH      INTER-    LOW       VERY      LOWEST       ROW
      COL PCT  I          HIGH                MEDIATE             LOW                  TOTAL
               I        1I        2I        3I        4I        5I        6I        7I
GROUP          +---------+---------+---------+---------+---------+---------+---------+
            1  I         I         I       9 I       7 I         I       1 I       1 I     18
  CC PRES      I         I         I    50.0 I    38.9 I         I     5.6 I     5.6 I   16.2
               I         I         I    28.1 I    16.7 I         I    12.5 I    20.0 I
               +---------+---------+---------+---------+---------+---------+---------+
            2  I         I       1 I      10 I       8 I       1 I         I         I     20
  CC CAO       I         I     5.0 I    50.0 I    40.0 I     5.0 I         I         I   18.0
               I         I    20.0 I    31.3 I    19.0 I     5.9 I         I         I
               +---------+---------+---------+---------+---------+---------+---------+
            3  I       1 I       3 I       1 I       3 I       1 I       1 I         I     10
  CC BRD CHR   I    10.0 I    30.0 I    10.0 I    30.0 I    10.0 I    10.0 I         I    9.0
               I    50.0 I    60.0 I     3.1 I     7.1 I     5.9 I    12.5 I         I
               +---------+---------+---------+---------+---------+---------+---------+
           11  I         I         I       1 I       5 I       6 I         I       2 I     14
  SU PRES      I         I         I     7.1 I    35.7 I    42.9 I         I    14.3 I   12.6
               I         I         I     3.1 I    11.9 I    35.3 I         I    40.0 I
               +---------+---------+---------+---------+---------+---------+---------+
           12  I         I         I       1 I       3 I       3 I         I         I      7
  SU CAO       I         I         I    14.3 I    42.9 I    42.9 I         I         I    6.3
               I         I         I     3.1 I     7.1 I    17.6 I         I         I
               +---------+---------+---------+---------+---------+---------+---------+
           13  I         I         I         I       2 I       1 I         I       1 I      4
  SU BRD CHR   I         I         I         I    50.0 I    25.0 I         I    25.0 I    3.6
               I         I         I         I     4.8 I     5.9 I         I    20.0 I
               +---------+---------+---------+---------+---------+---------+---------+
           91  I         I       1 I       8 I       6 I       4 I       2 I         I     21
  HOUSE        I         I     4.8 I    38.1 I    28.6 I    19.0 I     9.5 I         I   18.9
               I         I    20.0 I    25.0 I    14.3 I    23.5 I    25.0 I         I
               +---------+---------+---------+---------+---------+---------+---------+
           92  I         I         I         I       2 I       1 I       3 I         I      6
  SENATE       I         I         I         I    33.3 I    16.7 I    50.0 I         I    5.4
               I         I         I         I     4.8 I     5.9 I    37.5 I         I
               +---------+---------+---------+---------+---------+---------+---------+
           94  I       1 I         I       2 I       6 I         I       1 I       1 I     11
  DPI-PSEC     I     9.1 I         I    18.2 I    54.5 I         I     9.1 I     9.1 I    9.9
               I    50.0 I         I     6.3 I    14.3 I         I    12.5 I    20.0 I
               +---------+---------+---------+---------+---------+---------+---------+
       COLUMN          2         5        32        42        17         8         5      111
        TOTAL        1.8       4.5      28.8      37.8      15.3       7.2       4.5    100.0
```

21

Developmental Skills

To provide basic skills programs for all students who need developmental assistance.

(Please see reverse side for elaboration.)

One means for accomodating the need for basic skill training is through the instituting basic programs to assist students whose pre-college academic preparation has not equipped them for success in college. Areas of skill development programs would include reading, writing, mathematics, and study skills.